

John Seaman

TEACHING KIDS TO LEARN

**An Integrated Study Skills
Curriculum for Grades 5-7**

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Dedication

To Michael, James, and John

About the Author

Dr. John Seaman is a school psychologist at the Granite School District in Salt Lake City, Utah. John's professional interests include social skills training, parent training, design of preventive guidance programs, and design of academic interventions for skill-deficient students. He teaches classes for parents of students with Attention Deficit Hyperactivity Disorder, and conducts a variety of inservice programs in his school district. In addition, John is an adjunct professor of Educational Psychology at the University of Utah.

John enjoys spending time with his wife and three teenage sons. He also enjoys running, basketball, fishing, cross-country skiing, and other outdoor activities.

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Program Introduction

Definition of Study Skills

Study skills are defined by Devine (1987) as “competencies associated with acquiring, recording, organizing, synthesizing, remembering, and using information and ideas found in school” (Devine, 1987, p. 5). In a review article, Gleason, Colvin, and Archer (1991, p. 138) describe study skills as techniques that empower students to “respond successfully to academic demands and to increase their potential for learning independently.” These authors cite three study skill goals as gaining, responding to, and organizing information. Harvey (1995) describes six domains in which study skills are applied: (1) Organization, (2) Listening, (3) Reading, (4) Writing, (5) Research, and (6) Test taking.

Attempts to teach study skills are not new. Kuepper (1990) describes efforts as early as the mid-1940s to teach students organizational skills, note taking skills, and test taking strategies. More recently, Archer and Gleason (1990) have written what may be the most comprehensive study skills instructional program to date, *Skills for School Success*. The product of eight years of field testing, this program systematically gives students in grades 3-6 a wide variety of strategies to gain, respond to, and organize information presented in the classroom.

Rationales for Teaching Study Skills

In order for a student to find success in secondary classrooms, he or she must master a number of study skills in earlier grades. According to Deshler and Schumaker (1988), these prerequisite skills include reading and interpreting information, memorizing and storing information, and expressing learned information. These authors indicate that such skills distinguish students who succeed in the secondary school setting from those who do not. In addition, Torgesen (1982) describes the less effective student as a passive learner who fails to actively use strategies to facilitate the learning process.

In a survey of secondary school teachers, Gleason and Archer (1989) found that a variety of behaviors is necessary for success in the classroom. Highest rated among these are: (1) Asking for help when needed, (2) Listening to instruction, (3) Attending class regularly, (4) Coming to class with proper materials, and (5) Utilizing independent work time effectively (see Gleason, Colvin, & Archer, 1991 for a review of this research). Students who lack such skills are seen as being at risk for failure. Despite the importance of these study behaviors, Devine (1987) and Harvey (1995) note that educators assume that students acquire study skills on their own or have mastered them in previous grades. As a result, formal study strategies often are not systematically taught.

Purpose of Teaching Kids to Learn

Teaching Kids to Learn is a 12-session study skills instructional program written for students in grades 5-7.

The program is designed to provide students with a set of basic study skills that should immediately augment learning and performance in the school setting. In addition, future refinement of these study skills will enhance learning and academic performance in higher grades.

The program is designed to be easily used by educators and to have high student appeal. A story designed to elicit student interest introduces each skill. Activities encourage student participation in the learning process, and homework assignments encourage use of the skills in the student's own environment.

Population and Uses for the Program

Teaching Kids to Learn is written for presentation in regular classrooms to regular education students by teachers, counselors, school psychologists, and other educators. The focus of regular classroom presentation is augmentative. That is, the program is meant to enhance academic learning and performance at present and throughout the student's school career.

Use of the program with other populations and in other settings is, however, an option. The program can be presented in small group settings to students with study skill deficits. In addition, pertinent sections of the program can be presented to an individual student exhibiting specific study skill problems. However, it is likely that *Teaching Kids to Learn* will not stand alone as an adequate intervention strategy with such students. Modifications of the instructional environment and specific management strategies are recommended in conjunction with the program to provide success with this population of students.

Direct oral instruction (Carnine, Granzin, & Becker, 1988; Rosenshine, 1976) is used frequently in *Teaching Kids to Learn*. There are limited reading requirements. As a result, students with reading deficiencies should not be significantly challenged by the program. In general, such students should benefit, as do students with average or higher reading levels. However, an exercise in Session 7 requires independent reading and may pose difficulty for reading deficient students. Assistance through peer tutoring, or prereading of this exercise with the students, may be beneficial.

Vocabulary, story content, and skills needed for the exercises have been customized for the developmental characteristics and needs of students in grades 5-7. Students in these grades who exhibit significant language or cognitive deficits may not find success with the program as written; adaptations will likely be needed. *Teaching Kids to Learn* may be effective, however, with older students who have such deficits.

The program may also be used with intellectually gifted students at grades prior to 5.

Skills Taught in the Program

Teaching Kids to Learn focuses on eight broad skill areas related to academic learning and performance in the classroom. Although each skill area can be taught independently, the program is meant to be taught in sequence. The eight skill areas presented in the program are:

- Listening
- Organizing the study area
- Note taking during oral presentation
- Note taking during reading
- Improving memory
- Organizing and completing homework
- Coping with distractions during class time
- Coping with distractions during homework time

Most skill areas comprise a sequence of behaviors. For instance, listening is defined as paying attention, ignoring distractions, creating a mental picture, repeating, and summarizing.

Three skills are sufficiently complex to require two sessions each. These skills are note taking during oral presentation, reading to learn, and improving memory.

The last two skills are social in nature and are seen as prerequisite to effective use of study skills in the classroom and at home. They address ways to cope with peer pressure and with distractions.

Instructional Method

The program uses a direct instruction methodology (Rosenshine, 1976) when possible. Direct instruction refers to an active teaching process with fast paced teacher-student interaction (Carnine, Granzin, & Becker, 1988). With direct instruction, a skill is broken into its teachable parts and then modeled. Students are given ample opportunity for responding/practice, error correction is immediate, and motivational strategies (e.g., reinforcement programs) are often employed. The program also employs seatwork activities on occasion; they are used to practice taking notes.

Each session begins with a review of the skill taught during the previous session and a discussion of homework completed. During the homework review activity, students' names are randomly drawn and selected students are asked to identify when and how they used the target skill, and what benefits they experienced. These students win rewards at the end of the session.

Each new skill is introduced by a story written to elicit student interest and to provide a context for discussion of the study skill. Each story portrays a character in a dilemma that can best be solved by use of a study skill strategy. Discussion involves clarification of the dilemma, consequences of the character's actions, possible solutions to the dilemma,

and personal experiences of students that match that of the story character. A skill definition is then provided. This definition should be shown on an overhead projector (transparencies are provided in Appendix C) and discussed, placing emphasis on how and when students can use the skill, and on benefits of the skill. In some cases, the lessons make use of discrimination training by requiring students to identify correct, incorrect, or partial examples of a skill. Homework is assigned at the end of each session to encourage practice of the skill before the next session commences.

Session lengths vary with the amount of discussion and the instructional style of the presenter. You can anticipate that sessions will last at least 30 minutes; however, keep in mind that sessions of more than 45 minutes may challenge the attention spans of some students.

Each lesson in the book begins with a session overview that describes the lesson's instructional goals, sequence of activities, and estimated class time. The text also contains three appendices. Student handouts are found in Appendix A. These are to be reproduced and passed out to students as directed during the lessons. Appendix B contains posters to be displayed in the classroom. Each poster corresponds to a lesson and defines a specific study skill. Appendix C contains masters for twelve transparencies to be shown as directed during instruction. Permission is granted to the purchaser to reproduce the content of each appendix for instructional purposes.

Teacher Behaviors That Promote Success

Several instructional procedures have been linked to classroom behavior and learning outcomes. A review of these can be found in Borg and Ascione (1982) and Algozzine and Ysseldyke (1992). Following are teacher behaviors that will facilitate success of the program.

Showing Enthusiasm

Instructor enthusiasm is communicated in a variety of ways, including tone of voice, description of the program in positive terms, and description of positive outcomes expected. Many students will mirror the enthusiasm that you display.

Remaining Organized

You should be sufficiently familiar with the sequence of tasks in a session to move smoothly from one activity to another. Delays and long transitions invite off task behavior and negatively affect your credibility.

Gaining Student Attention

Before beginning each session, it is imperative that the attention of each student be focused on the instructor. It may be helpful to begin each session with a standard verbal prompt for attention, and then to quietly wait until all students' eyes are on you.

Pacing the Lessons

Student attention to instruction will be enhanced if you move quickly and efficiently through the instructional steps. Avoid rambling, lengthy lectures and digressions. Slow pacing may result in less student attention and involvement. As noted

previously, knowledge of the instructional sequence is necessary in order to move efficiently through the tasks.

Varying Behavior

Students will pay more attention to an instructor who occasionally moves about the classroom or group, makes eye contact randomly with individual students, and changes tone of voice, volume of voice, and facial expression frequently during the session. In addition, spontaneous use of humor is very helpful.

Using Alerting Cues

An alerting cue is a statement used by an instructor to focus student attention on an important topic or activity. The statement typically asserts that a specific behavior or response is required and that you will monitor this response. Following are examples of alerting cues.

“Listen to this story. I’ll be asking questions. I may call on you.”

“Here are the steps to effective listening. Follow along carefully. You’ll need to know these steps.”

Alerting cues are given with a firm or serious voice. A pause is typically used after the alerting cue, and eye contact is made with individual students to convey the importance of the statement. Alerting cues might be used to refocus student attention or to begin a new activity or topic.

Questioning Frequently

Promote student involvement and response by asking questions often. Avoid extended periods of lecturing.

Wording Questions to Prompt Student Involvement

Borg and Ascione (1982) describe a method of wording questions that encourages the involvement of all students. This strategy is called “positive questioning.” The best practice is to state the question to the entire class, pause, make eye contact with the students, and ask an individual student to respond. This procedure encourages each student to formulate a response before an individual is called on. Recognition or corrective feedback should immediately follow the student’s response. You may at times ask for choral responding from the entire class.

Questioning in a Random Pattern

Avoid routinely calling on only the students who typically raise their hands. Ensure everyone’s participation by calling on all students randomly. This process encourages listening, promotes involvement of all students, and helps you to assess students’ comprehension of the lesson. One method of facilitating this process is writing students’ names on Popsicle[®] sticks and placing the sticks in a jar. Each time you ask a question, draw a stick at random from the jar to identify the student to be called on. You may choose to color code the sticks of students who require tailoring of question difficulty.

Eliciting Brief Responses

Encourage students to keep their spoken answers brief. Long oral responses from individual students may cause classmates' attention to wander.

Repeating Information

Repeat a concept or skill definition several times. For instance, you might state a definition, ask a student to state the definition, and then repeat it as acknowledgment of the student's response. Or, use repeated choral responding to emphasize a definition or concept. At the outset of a session, repeat the skill definition taught in the previous session. Repetition enhances placement of information into long term memory.

Praising Effectively

Direct frequent praise statements both to the entire class and to individual students. Consistently praise behaviors that enhance learning, and encourage involvement in activities. Praise statements are most potent when they describe a behavior, express enthusiasm, and occur immediately following the behavior.

Sharing Personal Examples

Students often demonstrate interest when their instructor gives personal examples of study skill use. It is also important to encourage students to describe their own examples of study skill use. This practice helps place the study skill in a context understandable to the students, and provides peer support or recognition for use of the skill.

Enhancing Generalization of Study Skills

"Generalization" refers to a student's independent use of learned skills in settings outside the environment in which the skills are taught. Merely teaching study skills to students does not ensure that those skills will be used. It is important to encourage students to use their new skills both at school and at home. *Teaching Kids to Learn* employs three generalization strategies: (1) Assignment of homework activities, (2) Intermittent or chance reinforcement for homework completion, and (3) Providing credible rationales for use of skills.

A number of other strategies, not formally written into the program, will promote generalization. These are briefly described here.

Requiring Study Skill Use in Class

Harvey (1995) notes that if study skills are taught in isolation, they are unlikely to be employed at school and home. It is recommended that formal opportunities for skill use be programmed into instruction on a regular basis. For instance, you might require note taking, as taught in Sessions 4 and 5, during your oral presentation. You may wish to collect and grade your students' notes. You might also require your students to take notes while reading, as is taught in Sessions 6 and 7 of the program. When memorization of rote information (e.g., math facts, poems, state capitals, spelling

words) is required, assist students in the use of one or more of the memory tools taught in Sessions 8 and 9 of the program. The more these skills are used in the classroom, the more likely students will be to independently employ study skill strategies in the future.

If the program is taught by an educator other than the classroom teacher, it is important to inform the classroom teacher which skills are being taught and to make suggestions for use of skills in daily instruction. It is also recommended that students be encouraged to describe in class the uses and benefits of specific study skills that they have employed.

Reinforcing Study Skill Use

Students who are observed using study skill strategies or who report use of a skill should be recognized. It may be helpful to employ a formal reward system to encourage use of study skills. Remember, these are new behaviors, and they will initially require a high rate of positive reinforcement to promote their independent use.

Involving Parents

It is important that study skills be used at home as well as at school. It may be helpful to provide parents with information about skills taught in the program so they can prompt and reinforce study skill use at home.

Repeating Skill Instruction

Instruction in study skills should not be viewed as a one-time effort. Independent student use of study skills can be encouraged through repeated exposure to skill instruction and periodic review of the strategies taught in the program. Booster sessions strengthen mastery of the skills and communicate their importance to students. A booster session for a particular skill might involve briefly describing the introductory story that was read during the original lesson, and asking students to identify the associated study skill and its definition. Students might then be asked how they are employing the study skill and what benefits they experience.

The Need for Research

Considerable effort has been made to employ sound instructional strategies in *Teaching Kids to Learn*. The program has been presented to regular and special education classes in Granite School District, a district of approximately 78,000 students in the suburbs of Salt Lake City, Utah. There is need, however, to validate the program's effectiveness on a variety of achievement outcomes and across a range of student population groups. Suggestions and information would be welcomed from others who are interested in research in this area. Please direct any responses to:

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SESSION 1

Study Skills

Session Overview

Purpose

To provide a definition of study skills and an overview of the skills that will be taught in the program. The need and the benefits for using study skills are emphasized.

Instructional Sequence

Story

Story Discussion

Definition of Study Skills

Student Identification of Study Skills

Preview of Study Skills Taught in Program

Activity: Identifying Benefits of Learning and Using Study Skills

Review of Session

Time

35-45 minutes

Session Content

Story

After instructing students to be prepared to answer questions, read the following story to the class.



Both Nate and Robert closely watched Mr. Sandoval as he strolled about the classroom passing out report cards. No one spoke; only the sound of Mr. Sandoval's heavy footsteps could be heard. Every student understood the importance of this moment and hoped for the best. Without a word, Mr. Sandoval placed the brown envelope containing the report card on Nate's desk. He then placed an identical envelope on Robert's desk. Both boys looked a bit anxious as they opened their envelopes.

Suddenly, a smile lit up Nate's face. His worry turned to glee as he saw all As and Bs on his report card. Nate was even more pleased when he read his grades for citizenship. Mr. Sandoval had awarded Nate an H for "honorable" in the categories of listening, participation, effort, following directions, and respecting others. Nate couldn't wait to deliver his report card to his parents.

Upon opening his envelope, Robert began to frown. His heart sank as he saw one D after another. The letter U for (for "unsatisfactory") was printed in the citizenship section of the card. He gave a long, deep sigh, knowing that his parents would be disappointed to see such poor grades. Robert looked over at Nate's happy face, which told Robert all about his friend's report card. "Why can't I get good grades like Nate?" wondered Robert in disappointment.



Story Discussion

1. In this story, who is the stronger student?

Answer: Nate.

2. What things might Nate do that make him a successful student? (Write student responses on the board under the title “More Successful.”)

Answer: Listens, follows directions, studies for tests, stays on task, etc.

3. What things might Robert do that make him a less successful student? (Write student responses on the board under the title “Less Successful.”)

Answer: Visit with friends too much during class, not complete homework, not study for tests, etc.

Definition of Study Skills

Show Transparency 1, entitled “Study Skills” (found in Appendix C). Cover the bottom portion of the transparency so that only item 1 is exposed. This item reads as follows:

Study skills are things we do that help us learn.

If we have strong study skills, we will learn more.

If we have weak study skills, we will learn less.

Student Identification of Study Skills

Ask students to identify what they have done, at school or at home, in the past 24 hours that has helped them learn. Providing a couple of your own personal examples, such as taking notes or asking questions, may stimulate responses.

Write student responses on the board.

Preview of Study Skills Taught in Program

Show Transparency 1 again. Inform students that each of the skills mentioned on the lower portion of the transparency will be discussed in a future session. The skills are as follows:

- Listening
- Organizing your study area at school and at home
- Taking notes when someone is teaching
- Studying a book to learn information
- Improving your memory
- Completing homework efficiently

- Resisting politely when someone talks to you in class
- Arranging to play later when someone asks you to play during your homework time

Activity

Identifying Benefits of Learning and Using Study Skills

Ask students to take out a piece of paper and a pencil, and to write their names on their papers.

Explain to students that you will write two questions on the board. Each student is to think of an answer to each question and write the answers down. Advise the class that the names of six students will be randomly selected, and that these students' responses will be shared with the class.

Questions

- What is something I need to learn in the next week?
- What do I want to be when I grow up?

After everyone has completed the task, randomly select six students. Collect papers from these students.

Read a response to question 1 from one of the selected papers. Ask the class to identify what the responding student can do to efficiently learn the identified skill. Proceed in like manner with two other responses to the question.

Read a response to question 2 from one of the remaining papers. Ask the class to identify what the responding student will need to learn in order to reach his or her goal. Emphasize that study skills will help in the learning process. Proceed in like manner with two other responses to the question.

Review of Session

While placing Poster 1 (found in Appendix B) in a prominent location in the classroom, review the definition of study skills.

SESSION 2 Listening to Instruction

Session Overview

Purpose

To teach students effective strategies for listening, and to provide meaningful reasons for listening to instruction.

Instructional Sequence

Review of Skills Taught in Session 1
Story
Story Discussion
Definition of Listening
Five Steps of Listening
Mnemonic Device for Five Steps of Listening
Activity: Grading Story Examples of Listening
Benefits of Listening
Review of Session
Homework

Time

40-50 minutes

Session Content

Review of Skills Taught in Session 1

Ask students to define study skills.

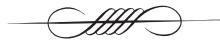
Show Transparency 1, entitled “Study Skills.” Repeat correct definition of study skills.

Give the class an example of something you learned during the past week, and what you did to facilitate learning.

Ask students to identify some things they learned during the past week, and what they did to facilitate learning. Emphasize that study skills make learning easier.

Story

After instructing students to be prepared to answer questions, read the following story to the class.



A huge grin spread across Tanya’s face. It had been a week since she had seen her best friend, Marianne. Tanya had felt lost during the past week because Marianne had been away on a family vacation.

Students walked leisurely about Mrs. Halverson’s sixth grade class waiting for the bell to ring as Tanya excitedly approached Marianne.

“Hi, Marianne,” gushed Tanya. “I can’t tell you how glad I am to see you. This place has been awful while you were away.”

“Gosh, Tanya,” giggled Marianne in surprise. “Everything looks the same around here.”

“Yeah, just as boring as usual,” said Tanya in a low whisper, to ensure that her comment would not be heard by Mrs. Halverson. “So, how was your trip to the ocean?”

“It was so cool! You’ve got to go sometime, Tanya.”

Before Marianne could continue, the bell rang, and students scurried to their desks. Marianne walked a few steps to her desk and

sat down. Tanya was delighted to see that her best friend once again occupied the desk next to hers. As Tanya sat down, Mrs. Halverson's strong voice sounded from the front of the classroom.

"Students, I am now going to give some important instructions about how I want you to complete the geography paper I will soon be passing out. Please listen carefully so you know what to do."

Tanya focused her attention on Mrs. Halverson, knowing that these were important directions. However, she could not contain her excitement about the return of her best friend. While attempting to listen to Mrs. Halverson, Tanya scribbled a note to Marianne asking for more information about her trip. Tanya waited till Mrs. Halverson was writing on the board, then passed the note across the aisle. The two friends softly giggled as they made eye contact and the note was successfully delivered.

"This is so much fun," thought Tanya.

Marianne quickly scribbled words on a piece of paper in reply. Within five minutes, the pair had exchanged several notes that described a good deal of what had happened during the previous week. Tanya's attention was drawn back to Mrs. Halverson, who began walking down the aisle while passing out a geography worksheet.

"Students, you now should be able to complete this paper," stated Mrs. Halverson with confidence.

In a moment, Mrs. Halverson arrived at Tanya's desk. With a stern glance at Tanya and a firm voice, she stated, "Those who failed to listen will certainly have difficulty with this paper and will need to see me during recess."

Tanya quickly glanced downward to avoid the piercing eyes of her teacher. Both she and Marianne knew their recess would be spent completing this assignment rather than visiting.



Story Discussion

1. Tanya and Marianne had been best friends for a long time. What made Tanya very happy this day?

Answer: The return to school of her best friend, Marianne.

2. Tanya understood that the directions for the geography assignment were very important. What did Tanya do while Mrs. Halverson gave the directions?

Answer: Passed notes to Marianne, did not listen.

3. Tanya and Marianne did not listen to Mrs. Halverson. What were the consequences of not listening?

Answer: Did not learn, did not know how to complete the assignment, have to stay in at recess, embarrassed by reprimand from Mrs. Halverson.

4. What would you say Tanya and Marianne should have done differently?

Answer: Listen, agree to visit during recess, not during class.

5. Have you ever found yourself not listening during class? Please give some examples, and the consequences that resulted.

Answer: (Elicit personal responses from students.)

Definition of Listening

Show Transparency 2, entitled “Listening” (found in Appendix C). The transparency provides the following definition.

Listening means trying to hear and understand what someone is saying to you.

In order to listen well, follow these five steps:

1. Pay attention.
2. Ignore distractions.
3. Create a picture.
4. Repeat to yourself what the person says.
5. Summarize.

Five Steps of Listening

While showing Transparency 2, explain each of the five steps listed and provide examples. The following script may be used as a guide.

1. Pay Attention

To pay attention means to focus on the person talking. Look at the person and try not to do anything else. When you pay attention, you often are not aware of other things happening around you.

Example: Karl stood quietly and looked at Coach Smith as he was talking. Karl paid such close attention to what Coach Smith was saying, he did not hear his name called out by one of the players.

2. Ignore Distractions

To ignore distractions means to act as if no other person or no other thing exists but the person who is talking to you. If someone else talks to you, say nothing. If an unrelated thought pops into your mind, avoid thinking about it by focusing on the person who is speaking. Keep listening!

Example: Jennifer listened carefully to the directions given by her teacher, Ms. Carlisle. Even when one of her friends asked her a question, Jennifer said nothing and continued to look at her teacher and to listen intently to the directions being given. After Ms. Carlisle finished speaking, Jennifer quietly offered help to her friend.

3. Create a Picture

Try to form a picture in your mind of what the person is saying. We often do this when we read a good book. We can see the characters and their actions. Focus your attention on the picture in your mind as the person speaks.

Example: Stacy listened carefully to Mr. Arnold as he explained how to leave the school building during a fire drill. In her mind, Stacy could see the path out of the building described by her teacher.

4. Repeat to Yourself What the Person Says

Silently repeat important parts of what the person says as he or she is speaking. It's okay to use your own words.

Example: To himself, Vernon repeated each step described by his teacher: Put the completed paper in the basket on Mrs. Tanner's desk, open the math book to page 15, and do problems 1-10. Vernon was now sure he knew what to do.

5. Summarize

When the person pauses or finishes talking, briefly describe to yourself what he or she said. Say it quickly in your own words.

Example: When Mr. Sartino finished describing how a candle is made, Christine quickly went over the steps to herself, in her mind. In her own words, she stated the steps to herself, and she pictured in her mind the candle being made. Christine hoped Mr. Sartino would ask about this on the upcoming test.

Mnemonic Device for Five Steps of Listening

A mnemonic device is a commonly used study technique to assist a student to remember information. Demonstrate the use of a mnemonic device (memory aid) to help students to remember the five steps of listening.

On the board, write the five steps of listening. Alongside the steps, write the following phrase: **Pete Interviews Crazy Red Salmon**. Show the students that the first letter of each word in the phrase corresponds to the first letter of each step of listening.

Pete	Pay attention.
Interviews	Ignore distractions.
Crazy	Create a picture.
Red	Repeat to yourself what the person says.
Salmon	Summarize.

Ask students to study the mnemonic device for one minute (60 seconds), then erase the five listening steps from the board. Ask students to identify from memory the five steps.

Tell students that other fun and helpful memory devices will be taught in future sessions.

Activity

Grading Story Examples of Listening

Instruct students to listen to each of these stories. After you read each story, ask students to give the story character a grade (A, B, C, D, or F) based on how well the character listened. Have them identify things the character did that were positive, and things that were negative. Also, ask students to identify consequences (both pleasant and unpleasant) that might be experienced by the story character. Randomly select students to provide oral responses. Encourage them to cite reasons for their responses, and discuss the students' answers.

Before beginning, indicate to students that careful listening will be required.

1. Dale carefully watched Mr. Orton, his science teacher, approach a table which held a number of bottles, some empty, some filled with different colored liquids. As Mr. Orton mixed one liquid with another, he explained to the students what he was doing and why steam arose from the newly formed

mixture. Dale listened carefully, not wanting to miss any of what Mr. Orton said. In his mind, Dale repeated what he thought were the important things Mr. Orton said, including the names of the liquids. As Mr. Orton paused to wipe up some spills, Dale repeated in his mind the explanation of why steam arose when the two ingredients were poured together. Dale shifted his position in his seat so as not to be distracted by two boys who were playing with rubber bands nearby. When Mr. Orton was finished, Dale asked his teacher to repeat the names of the two ingredients. Dale wanted to be sure he correctly identified these two liquids.

Grade: A

Positives:

- Looks at teacher
- Keeps attention focused on teacher
- Repeats names of ingredients
- Summarizes explanation of how steam was formed
- Ignores distraction of boys playing with rubber bands
- Asks teacher to repeat names of ingredients

Negatives:

- None

Consequences:

- Has learned names of liquids and how these form steam when combined
- Ready to successfully take a test
- Will likely earn an H (for honorable effort) from his teacher
- Peers will probably not ask him to play during class since he is studying hard and looks too busy

- 2.** Amy and her classmates gather about Mrs. Rosen, their P.E. coach, in the soft, warm sand of the volleyball court. Amy playfully kicks sand on the legs of her friend as Mrs. Rosen explains the different positions of volleyball players. Amy's friend, Gloria, pretends to be annoyed and kicks sand back. The game develops from kicking sand to pushing. In a harsh voice, Mrs. Rosen requests that the two girls, now giggling, separate.

Grade: F**Positives:**

- **None**

Negatives:

- Don't pay attention
- Don't ignore each other
- Don't help themselves by repeating and summarizing what Mrs. Rosen is teaching

Consequences:

- Have disturbed other students
- In trouble with teacher
- Embarrassed by public reprimand
- Have not learned how to play volleyball

3. Chad Ames is fishing with his dad on a lake full of huge bass. As their boat bobs gently up and down, Chad's dad attempts to teach his son how to properly tie a hook to the end of the line. Mr. Ames slowly ties the knot so Chad can watch. While doing so, he describes every step. Chad, excited to do battle with the monsters that lurk below, stares at the hook his dad is now tying to the line. He imagines a two-foot-long fish jumping from the water, wagging its head in anger, as Chad struggles to bring it to the edge of the boat. He can feel the splash of the water on his face as the giant thrashes about. Suddenly, Chad's dream is interrupted by the words of his dad: "Here, Chad, you try it now."

Grade: D**Positives:**

- **Watches his dad tie the hook to the line**

Negatives:

- Lets attention wander
- Allows himself to be distracted by a daydream
- Does not repeat the instructions to himself or summarize instructions at the end

Consequences:

- Does not learn how to tie knot
- Increases amount of work for his dad
- Takes longer to start fishing

4. At the beginning of the term, Emily's parents had promised that she could take her friend, Melissa, to the State Fair for an entire Saturday, all expenses paid, if she brought home an A in math on her report card for the semester. Emily was determined to earn that A and go to the fair with Melissa and with a pocket full of money. Earning an A on the math test tomorrow would help greatly. Emily watched intently as Mrs. Brooks, her math teacher, slowly worked through a long division problem on the board. Emily listened to the steps described by her teacher, repeating them several times as Mrs. Brooks moved numbers around on the board. When Emily became lost, she raised her hand and asked Mrs. Brooks to go back a step and explain what to do. When Mrs. Brooks was done, Emily studied the problem on the board, going back over each step. She quickly took out her math book to practice a problem. Emily was certain that long division would be on the math test tomorrow and was glad that she knew what to do.

Grade: A

Positives:

- Paid attention
- Watched what her teacher did
- Repeated steps
- Summarized steps at the end
- Practiced with a problem from her book

Negatives:

- None

Consequences:

- Has learned long division
- Feels happy
- Will probably get an A on test
- Will probably get an A on report card
- Will probably take friend to fair with expenses paid

5. Alex enjoyed Ms. Cowan's English class. In fact, Ms. Cowan was Alex's favorite teacher. She did so many interesting things. Today, Ms. Cowan told her students she was going to read an exciting mystery story written by a famous author. Knowing that her students were good writers, she instructed

them that she would stop reading before the end of the story, allowing each student to write his or her own ending. With interest, Alex closed his eyes as Ms. Cowan began reading. Pictures, like those on a movie screen, formed in his mind as Ms. Cowan read. This was a great story, and Alex had already decided he would check the book out of the library to read it himself. Before long, the students moaned as Ms. Cowan stopped reading in the middle of an exciting paragraph. Alex knew this was his chance to be an author. He took his pencil into his hand and thought back on the pictures in his mind. However, as he began to write, the names of the many characters in the story confused him. He knew what had happened in the story, but wasn't sure which character had done what. Alex stared at the blank paper in front of him, not sure what to do next.

Grade: C+

Positives:

- Paid attention well
- Apparently ignored distractions
- Created a picture of the action in his mind
- Summarized by going back over the pictures in his mind

Negatives:

- Did not repeat names and other facts

Consequences:

- Enjoyed listening to the story
- Interested in reading the book
- Understood what happened
- Did not remember enough facts to write an ending
- Likely will earn a poor grade

6. Wanda's grandmother was arriving for a visit next week, and Wanda wanted her to be in the audience at the school geography bee. Wanda could see herself on the stage, answering every question correctly as her grandmother proudly clapped and cheered. This would be a wonderful treat for her grandmother, whom Wanda dearly loved. However, in order to be eligible

for the geography bee, Wanda would have to earn an A on the geography test given tomorrow by Mr. Kraft.

Mr. Kraft walked to the front of the classroom and asked his students to focus their attention on a map of the midwestern states. While pointing with his finger, Mr. Kraft described the important goods produced in each state. Wanda carefully studied the map and listened intently to Mr. Kraft. She repeated several times the main products for each state as her teacher described them. In order to study later, she wrote much of this information down in her notebook. As Mr. Kraft's lesson continued from Oklahoma north to Kansas, Wanda heard the voice of her good friend, Eva, whisper in her ear.

"Wanda, are you going to the swimming party this weekend?"

Wanda wondered what Eva was talking about. She had not been invited to a swimming party. Wanda turned her head toward Eva and, in a soft whisper, asked, "What swimming party?"

Eva eagerly told Wanda all about the party that was planned for the weekend. By the time the girls had finished their secret conversation, Mr. Kraft was putting away the map at the front of the classroom and reminding the students about the important geography test tomorrow.

Wanda's heart sank as she looked at the incomplete notes on her desk. She knew nothing about the products of several states. Wanda threw a wicked glance at Eva, thinking that her friend had distracted her from listening to Mr. Kraft.

Grade: D

Positives:

- Looks at map
- Pays attention to Mr. Kraft at first
- Repeats information
- Writes down important information

Negatives:

- Becomes distracted by friend
- Does not listen to entire lecture
- Unable to summarize at end

Consequences:

- Has learned products of some states
- Does not know products of several states
- May not earn an A on test
- May not be in geography bee
- Is upset with her friend

Benefits of Listening

Ask students to identify positive consequences that occur when they listen. Encourage students to provide examples. Write responses on the board.

Possible Responses:

- Learn more
- Know what to do
- Know how to do it
- Know when assignments are due
- Receive good grades
- Earn rewards for grades
- Feel good
- Learn how to become a better listener
- Make other people feel good—everyone likes to be listened to

Review of Session

While placing Poster 2 (found in Appendix B) in a prominent location in the classroom, review the five steps of listening.

Homework

Instruct each student to identify during the coming week a time when he or she listens effectively and, as a result, learns something new. Emphasize that each student is to identify what he or she does to listen effectively (e.g., ignore distractions, create a picture, etc.) and what specifically is learned. Homework may be completed at school, home, or other locations. Tell students that names will be randomly drawn at the outset of the next session. If the students whose names are drawn can describe completion of their homework, they will earn rewards.

SESSION



Organizing the Study Area

Session Overview

Purpose

To provide students with the skills to organize their study areas at home and at school.

Instructional Sequence

Review of Skills Taught in Session 2

Review of Homework From Session 2

Story

Story Discussion

Characteristics of an Organized School Desk

Mnemonic Device for Characteristics of an Organized School Desk

Characteristics of an Organized Study Location at Home

Study Materials and Tools Needed at Home

Review of Session

Homework

Time

40-50 minutes

Session Content

Review of Skills Taught in Session 2

Ask students to identify skills taught in Session 2. Review of the story from Session 2 may help stimulate students' memories.

Ask students to identify the mnemonic device taught in Session 2. Write mnemonic device on the board: **Pete Interviews Crazy Red Salmon.**

Ask students to identify what word each underlined letter of the mnemonic device represents.

Pete	Pay attention.
Interviews	Ignore distractions.
Crazy	Create a picture.
Red	Repeat to yourself what the person says.
Salmon	Summarize.

Show Transparency 2, entitled "Listening," and review skills of effective listening.

Review of Homework From Session 2

Remind the class that each student was to identify a time during the week when he or she listened effectively, what he or she did to listen effectively, and what was learned by listening.

Ask a randomly selected student to identify when he or she listened effectively, what he or she did to listen effectively, and what he or she learned as a result. Repeat the process until five students respond successfully. These students will earn a reward at the end of the session.

Story

After instructing students to be prepared to answer questions, read the following story to the class.



Sara rushed into Mrs. Parra's class, glad that she had arrived before the late bell rang. As Sara moved toward her desk, she happily greeted her many friends, who were moving about the room. Several books and pieces of paper covered the surface of her desk. Sara quickly stuffed these inside the desk before slouching into her seat.

With the sound of the bell, Mrs. Parra stated in a firm but friendly voice from the front of the classroom, “Students, please take your seats.”

Within a minute, everyone was seated with eyes on Mrs. Parra at the front of the classroom.

“Students, as you know, for the past two weeks, we have been working on your paper on the presidents of the United States,” explained Mrs. Parra in a serious voice. “This is an important paper and is worth a great deal toward your social studies grade. I am certain that each of you has done a fine job. At this time I would like you to take your report out of your desk and pass it forward.”

Sara bent over, peering into the dark cavern under her desktop. She expected to easily see the bright red folder containing her report, but the folder was not visible. Sara removed a variety of books and loose papers from her desk, putting these items on the floor. Still, she could not find the red folder that held her report. Sara’s heart began to pound. She frantically dug deeper into her desk, removing papers, overdue library books, pens, pencils, rulers, broken crayons, jewelry, candy wrappers, toys, and even a crushed Twinkie[®] she had forgotten to eat. As Sara continued to search, the mountain of trash next to her desk grew ever larger. With surprise, Sara found the picture of her friend she had lost a week earlier. It was buried under a heap of crumpled papers.

A shadow slowly moved across Sara’s desk. Worried, Sara slowly looked up into the stern face of Mrs. Parra.

Mrs. Parra’s voice crackled with disapproval as she stated, “Sara, you are blocking the aisle with this mess. Turn in your report, please.”

Tears began to fill Sara’s eyes. She had worked so long and so hard on her report.

“Mrs. Parra, I can’t find my report,” whispered Sara through her tears.

“Sara, you have had two weeks to prepare the report. I have told this class dozens of times that the report is due today. Do you have an excuse?” demanded Mrs. Parra.

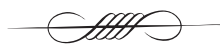
“Really, I did it. I spent hours and hours on it, Mrs. Parra. I just can’t find it. I know it’s somewhere,” blurted Sara.

Mrs. Parra bent over, peering into the cluttered space inside Sara’s desk.

“Sara!” exclaimed Mrs. Parra. “How could you find anything inside this desk? Why, look, here is a math assignment you should have turned in three weeks ago. Sara, there simply is no excuse for not being prepared. I expect to see that report by tomorrow or you will receive a zero. Do you understand?”

Sara turned her eyes, red from tears, toward Mrs. Parra. “I know I can find it. Maybe it’s somewhere at home,” explained Sara in a mournful and embarrassed voice.

That evening, after dinner, Sara walked into her bedroom, determined to find the lost report. She approached her desk. Two sweaters and a pair of old jeans covered dozens of books and papers on the desk. Several open drawers were overflowing with papers. Sara was uncertain where to begin looking. She had spent several hours sitting at her desk and lying on her bed writing the report. As Sara began to remove the clothes from her desk, papers and books slid to the floor. Sara rummaged through her desk drawers, desperately looking for the red folder. After an hour of searching, the report was still missing. Sara began to feel sick to her stomach as she realized she must face Mrs. Parra tomorrow without the report she had spent so many hours preparing.



Story Discussion

1. How does Sara feel?

Answer: Upset, embarrassed, frightened, angry at herself.

2. How does Mrs. Parra feel?

Answer: Frustrated, upset.

3. Why was Sara unable to find her report?

Answer: She was so disorganized, she lost it.

4. What consequences will Sara experience?

Answer: Have to spend time doing report again, receive a poor grade, deal with an upset teacher.

5. What do you recommend to Sara to help her?

Answer: Become better organized.

Characteristics of an Organized School Desk

Ask students to describe what an organized school desk looks like. Record responses on the board. Invite students to demonstrate/provide examples.

Explain that the student responses on the board could be classified into four categories. Show Transparency 3, entitled “Keep That Desk Organized” (found in Appendix C).

Go over each of the four characteristics of an organized school desk.

1. Desk is free of unnecessary materials (clutter), such as old papers, toys, broken pencils, books not being used, etc.

Ask students to identify one unnecessary object in their desks.

2. There is a container for tools, such as pencils, erasers, pens, rulers, paper clips, crayons, markers, etc.

Ask students who presently have tools in a container to raise their hands.

3. There are folders for papers.

Ask students to describe the folders that are presently in their desks and how the folders are used.

4. Desk is neat, for example, books, folders, and tools are always in the same locations.

Mnemonic Device for Characteristics of an Organized School Desk

Demonstrate the use of a mnemonic device (memory aid) to help students to remember the characteristics of an organized school desk.

On the board, write the four key words describing an organized school desk: free, container, folders, and neat. Also, write the following phrase: **Four Clowns For Nancy**. Indicate to students that the first letter of each word in the phrase corresponds to the first letter of one of the key words describing an organized school desk.

Four	Free of clutter
Clowns	Container for tools
For	Folders for papers
Nancy	Neat

Ask students to study the mnemonic device for 60 seconds. Erase key words (free, container, folders, neat) from the board. Ask students to identify from memory the four key words.

Tell students that other fun and helpful memory devices will be taught in future sessions.

Characteristics of an Organized Study Location at Home

Ask students to identify where they study at home.

Ask students to describe what a good study area at home would be like. Write responses on the board.

Explain to students that their responses might be classified into seven categories. Show Transparency 4, entitled “My Home Study Area Is Organized” (found in Appendix C). This transparency lists the following characteristics:

- 1.** Area is quiet.
- 2.** Area is available regularly.
- 3.** There is a comfortable chair and a desk or table.
- 4.** There is enough room to organize.
- 5.** Area is well lit.
- 6.** Area is cool and well ventilated.
- 7.** Area is neat and is free of clutter.

Ask students to identify rationales for each of the characteristics listed on the transparency.

Study Materials and Tools Needed at Home

Ask students to identify materials and tools that should be available to assist in study at home. Write student responses on the board.

Possible Responses: Paper, pencils, erasers, dictionary, clock, ruler, crayons, pencil sharpener, etc.

Review of Session

While placing Posters 3 and 4 (found in Appendix B) in a prominent location in the classroom, review the characteristics of an organized desk at school and at home.

Remember to deliver rewards to those students who earned them during the homework review at the beginning of this session.

Homework

Ask each student to quietly identify one thing he or she can do at home and at school to improve his or her study and work area. Emphasize that recommendations must be practical, and that each person's recommendation must be something that he or she is willing to do.

Ask students to write their names and recommendations down on paper.

Ask volunteers to read aloud what they will do to improve their study areas during the coming week.

Collect papers. Tell students that next week, papers will be randomly drawn. The author of each randomly selected paper will be requested to describe his or her recommendations, how they were carried out, and what benefits he or she experienced. Selected students who describe fulfilling their recommendations will earn rewards.

SESSION

4

Note Taking During Oral Presentation I

Session Overview

Purpose

To provide students with the skills to effectively take notes from an oral presentation.

Instructional Sequence

Review of Skills Taught in Session 3
Review of Homework From Session 3
Story
Story Discussion
Definition of Note Taking
Eight Steps of Note Taking
Review of Session
Homework

Time

40-50 minutes

Session Content

Review of Skills Taught in Session 3

On the board, write the mnemonic device **Four Clowns For Nancy**. Instruct students to quietly recall what the mnemonic device stands for. Tell the class that the first student who can identify all four parts will earn a reward at the end of the session.

Four	Free of clutter
Clowns	Container for tools
For	Folders for papers
Nancy	Neat

Show Transparency 3, entitled “Keep That Desk Organized.” Review the information on the transparency.

Show Transparency 4, entitled “My Home Study Area is Organized.” Review the information on the transparency.

Review of Homework From Session 3

Remind students that at the end of Session 3, each student wrote a description of something he or she could do to organize his or her study areas at school and at home. These papers were collected last week.

Randomly select five papers. Read a paper and ask the author if he or she carried out the recommendations. Also, ask how this helped the student to study and learn. Deliver rewards at the end of the session to those students who successfully fulfilled their recommendations.

Story

After instructing students to be prepared to answer questions, read the following story to the class.



Anna followed Mr. Tucker with her eyes as he moved to the front of the classroom.

“Class, at this time we’re going to talk about how a globe is organized. This information will be on your geography test, so it is important that you pay close attention,” stated Mr. Tucker with a smile. “Is everyone ready?”

Anna leaned forward in her chair, ready to absorb everything Mr. Tucker was going to say. Anna wanted very much to get an A on her upcoming test. Her parents had recently said that if she had a good report card, they would consider buying her a puppy.

“Class, on the table in front of me is a globe. It shows the entire world.”

Mr. Tucker spun the globe slowly as he spoke.

“You will notice that the oceans and large lakes are colored blue, while the land masses have other colors. There are seven large land masses, which we call continents. Please watch as I point to them.”

Mr. Tucker pointed out each of the continents. Anna continued to listen intently, convinced that she could learn all that Mr. Tucker was teaching. She repeated the names of the continents to herself several times.

“Now, students, on each continent there are different countries. Each country is painted a different color. You can see that here in North America, Mexico is colored brown, the United States is colored yellow, and Canada is colored blue. These are the three countries of North America. Also, the capital of each country is marked by a star. Do you have any questions?”

Mr. Tucker’s students stared at him with wide eyes and puzzled looks. Anna wondered how she was going to remember all of this for the test.

“Students, you all look overwhelmed. Is there something you don’t understand?” asked Mr. Tucker in a voice filled with surprise.

The class remained silent.

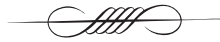
“Well, let’s continue with our discussion,” said Mr. Tucker. “But please, if you don’t understand, then raise your hand and say so. Now, there are two halves to the globe,” continued Mr. Tucker. “Each

of these is called a hemisphere. The top part is called the Northern Hemisphere. That's where we live. The bottom part of the globe is called the Southern Hemisphere. You should also know what the lines that run around the globe are called. The big line that runs around the middle of the globe is called the Equator. Lines that run horizontally around the globe are called lines of latitude, and lines that run vertically from the top to the bottom of the globe are called lines of longitude."

Mr. Tucker wrote these words on the board.

"Well, class, please come up and study this globe during recess. I expect that you will know all about the globe for our upcoming test."

Anna rested her head on her desk, gave a great sigh, and closed her eyes. "There's no way I can pass the test," thought Anna. "I can't remember all this stuff. I'm just not smart enough."



Story Discussion

1. How does Anna feel?

Answer: Confused, overwhelmed, frustrated, disappointed.

2. Do you think other students in the class feel as Anna does?

Answer: Yes.

3. Anna thinks that she is not smart enough to learn all that Mr. Tucker has taught. Do you think that's true?

Answer: No.

4. What grade do you think Anna will receive on her test?

Answer: (Accept any reasonable responses.)

5. Have you ever felt like Anna, overwhelmed and unable to remember everything a teacher says?

Answer: (Accept any reasonable responses.)

6. No one asked a question while Mr. Tucker was teaching. Why?

Answer: Some students may have been too embarrassed, some students may not have understood enough to ask a question, some students may not have been listening, some students may have understood everything Mr. Tucker said.

- 7.** What could Anna have done differently, when Mr. Tucker was teaching, to help her learn and remember?

Answer: (Accept any reasonable responses.)

Definition of Note Taking

Show Transparency 5, entitled “Note Taking In Class” (found in Appendix C). The transparency includes the following definition and information.

Note taking means writing down the important things a teacher says, so that you can study them later.

When taking notes, follow these eight steps:

- 1.** Listen carefully.
- 2.** Decide what is important.
- 3.** Write a summary.
- 4.** Write neatly but quickly.
- 5.** Skip lines.
- 6.** Abbreviate words.
- 7.** Organize notes by subject in a folder.
- 8.** Read and recopy your notes as soon as possible.

Eight Steps of Note Taking

Use the following procedure to teach the eight steps of note taking. Use Transparency 5 as a guide.

1. Listen Carefully

Remind students of the five steps of listening:

- Pay attention.
- Ignore distractions.
- Create a picture.
- Repeat what was said.
- Summarize.

Emphasize that notes cannot be taken without careful listening.

2. Decide What is Important

Explain to students that most things a teacher says are important. However, only some are important enough to write down. Each student must decide what is important enough to write down.

Read the following examples to students, and work with them to decide what is important enough to write down and what is not.

Example: “Students, we will be talking about two different types of trees, those that keep their leaves all year and those that lose their leaves. On your walk home from school, you’ll see many of these trees. Most of the shade trees you see lose their leaves in the fall. However, pine trees keep their leaves, which are called pine needles, all year. The trees that keep their leaves or needles (such as pine trees) are called evergreens. I’ll write that on the board. Trees that lose their leaves in the fall are called deciduous. I’ll write that on the board. My favorite tree is the evergreen, which is usually a conifer. An evergreen stays green all year. In fact, I have several conifers growing in my back yard.”

Important:

- Two types of trees: evergreens and deciduous
- Evergreens keep leaves all year
- Deciduous lose leaves
- Conifers are evergreens
- Evergreens are green all year

Unimportant:

- You see many trees on walk home
- Teacher’s favorite tree is the evergreen
- Conifers are growing in teacher’s back yard

Example: “Snakes are reptiles. Their body temperatures change with the air temperature. When it is hot outside they are hot, and when it is cold outside they are cold. Many people have a silly fear of snakes and even think they are slimy. Really, students, snakes are our friends.”

Important:

- Snakes are reptiles
- Body temperature changes with air temperature

Unimportant:

- People have silly fear of snakes
- Snakes are not slimy
- Snakes are our friends

Example: “Students, today we will be talking about the oceans of the world. There are four oceans in the world: the Pacific, the Atlantic, the Indian, and the Arctic. The

Pacific is the largest ocean and the one with which I have the most experience. I have seen it twice, both times from the California coast. Oceans are beautiful and powerful. Would you raise your hand if you've seen an ocean?"

Important:

- Four oceans: Pacific, Atlantic, Indian, and Arctic
- Pacific is the largest

Unimportant:

- Teacher has seen Pacific Ocean twice
- Teacher's two trips to California
- Visits of students to oceans

3. Write a Summary

Define the word "summary" as a short way of saying something. A summary contains only the important words and ideas.

Explain to students that a summary is brief, contains only the key words, and may be written in phrases instead of complete sentences.

Read the following example to students, and work with them to decide what is important and how it can be written in a summary. Write the summary on the board.

Teacher: "Students, today we are going to talk about the weather in different parts of the world. We have a beautiful world with a great deal of variety in its weather."

Important:

- Weather in different places of the world

Summary:

- World weather

Teacher: "I'll bet you've heard the word "climate" before. Climate means the weather conditions of an area. Some places have a climate that is hot and dry. Other places have a climate that is hot and wet. There are also places where the weather is cold and wet. That would not be my favorite climate to live in. I hope someday to live in a nice, dry climate with plenty of warm sunshine."

Important:

- Climate means the weather conditions of an area, such as hot and dry or cold and wet

Summary:

- Climate—weather of an area
 - Hot, dry, cold, wet

Teacher: "Temperatures in some places in our world are very cold. The North Pole is cold, for instance. And some places are very hot. Death Valley in California is often warmer than 110° in the summer. Some places have a hot climate, some have a cold

climate, and some have a climate with pleasant temperatures. What causes the temperature to be different in these different places? Listen carefully now. Three things affect the temperature of an area: how far from the Equator a place is located, how close to an ocean a place is located, and the altitude of a place.”

Important:

- Climates can be cold, hot, or pleasant
- Temperature in an area is affected by how close to the Equator a place is, how close to the ocean a place is, and the altitude of a place

Summary:

- Climates—cold to hot
- Temperatures are different in different places because of:
 - Closeness to Equator
 - Closeness to ocean
 - Altitude

Teacher: “Let’s take altitude first. Altitude means how far above the ocean we live. When we say we are at sea level, we are at the ocean. At sea level, our altitude is zero since we are not above the ocean at all. Salt Lake City, Utah is about 4500 feet above sea level. Salt Lake City is 4500 feet above the surface of the ocean. That would be a long way to fall, wouldn’t it? For every 1000 feet we go up in altitude, the temperature goes down three degrees. Salt Lake City is 2000 feet higher in altitude than St. George, Utah. So, Salt Lake City is about six degrees cooler than St. George, Utah.”

Important:

- Altitude means how far above the ocean a place is
- Altitude is measured in feet above the ocean or above sea level
- Sea level is at the ocean and is zero altitude
- Temperature goes down with higher altitude
- Temperature goes down three degrees with each 1000 feet

Summary:

- Altitude—how far above the ocean
- Measured in feet above the ocean
- Sea level is zero altitude
- Temperature goes down with higher altitude:
 - three degrees-1000 feet

4. Write Neatly but Quickly

Tell students that notes only need to be neat enough to read, not in their best penmanship.

Emphasize the need to write quickly in order to keep up with the teacher.

5. Skip Lines

Ask students why it is a good practice to skip lines when taking notes. Write responses on the board.

Possible Responses:

- Easier to read
- Easier to write—can write in larger letters
- Leaves room to fill in later with information you did not have time to write or have since learned

6. Abbreviate Words

Provide examples of abbreviated words.

North=No.

New York=N.Y.

George Washington=G. Wash.

President=Pres.

Provide examples from the summaries written on the board during this session.

Altitude=Alt.

Climate=Clim.

Temperature=Temp.

Ask students why it is a good practice to abbreviate words when taking notes. Write responses on the board.

Possible Responses:

- Saves time
- Saves space
- Easier

7. Organize Notes by Subject in a Folder

Emphasize the importance of keeping notes in a folder, binder, or notebook in order to find them easily. Notes for each subject should be kept together.

Ask students to describe where they keep their notes.

8. Read and Recopy Your Notes as Soon as Possible

Present the following reasons for this practice:

- Rewriting allows you to review what you've learned. As a result, you will remember it longer.
- We remember something better if we write it rather than just read it.
- You can later fill in information that you did not have time to write during the lecture.
- If you wait, you may forget what was taught, making notes difficult to understand.

Review of Session

While placing Poster 5 (found in Appendix B) in a prominent location in the classroom, review the eight steps of note taking.

Remember to deliver rewards to those students who earned them during the homework review at the beginning of this session.

Homework

Instruct students to take notes during the coming week, using the eight steps described in this session. Indicate that this is a “first try,” and that some difficulties will likely be experienced. Request that students place their notes in a folder so that they will be readily available during the next session.

Students will be randomly selected to show their notes at the next session. Students who can show notes will earn rewards.

SESSION 5

Note Taking During Oral Presentation II

Session Overview

Purpose

To provide review and practice of the note taking skills taught in Session 4.

Instructional Sequence

Review of Skills Taught in Session 4

Review of Homework From Session 4

Example of Note Taking

Activity: Practicing Note Taking

Teacher Behaviors That Signal the Need to Take Notes

Rationales for Note Taking

Review of Sessions 4 and 5

Homework

Time

40-50 minutes

Session Content

Review of Skills Taught in Session 4

Remove or cover Poster 5, which lists the eight steps of note taking. Instruct students to write from memory on a piece of paper the eight steps. Ask for volunteers to share their responses.

Display Poster 5 again and show Transparency 5, entitled “Note Taking in Class.” Ask students to evaluate their own performance in remembering the eight steps.

Review of Homework From Session 4

Review with students that the homework from Session 4 required them to take notes during school and to place these notes in a folder.

Randomly select names of five students. Request their notes. Ask students to describe their experience taking notes, and to tell the class about any benefits that resulted. During this discussion, emphasize the eight steps of note taking.

At the end of the session, give rewards to the selected students who took notes.

Example of Note Taking

Ask a volunteer student to describe in significant detail one of the following:

- His or her home
- How to make a favorite sandwich
- His or her family
- How to play a specific game
- A favorite place to visit

As the student speaks, write notes on the board. Include abbreviations, and substitute phrases for sentences. Outline where appropriate. Play the role of student by occasionally asking the presenting student questions for clarification, or by asking him or her to repeat or summarize information.

Upon completion, ask students to grade the notes. Discuss the notes in terms of the eight steps of note taking.

Repeat this activity at least twice.

Activity

Practicing Note Taking

Ask students to take notes at their desks, and give a presentation on a topic with which you are familiar. Some possible topics are:

- Description of your home
- Description of your family
- Description of a favorite place to visit
- Geography lesson using a globe
- Description of the water cycle
- Brief life history of an important figure

Afterward, review the students' notes and discuss them in terms of the eight note taking steps. Indicate that note taking quickly becomes easier with practice.

Teacher Behaviors That Signal the Need to Take Notes

Explain to students that if a teacher engages in any of the following four behaviors, the information being taught is probably important enough to take notes on. Write these behaviors on the board:

- The teacher repeats something.
- The teacher says something is on a test.
- The teacher writes something on the board.
- The teacher reads from his or her notes.

Rationales for Note Taking

Ask students to identify rationales for taking notes during class. Write student responses on the board. Include the following rationales in the list:

- Writing things down helps you to remember them.
- Taking notes makes you a better listener.
- Taking notes helps you to organize ideas.
- Taking notes helps you to ignore distractions.
- Taking notes provides you with something to study later.
- Taking notes makes time go by very fast.
- Taking notes impresses your teacher.

Review of Sessions 4 and 5

Direct the students' attention to Poster 5, which was placed in the classroom at the conclusion of Session 4. Review the eight steps of note taking.

Remember to deliver rewards to those students who earned them during the homework review at the beginning of this session.

Homework

Instruct students to take notes during oral presentations during the coming week. Tell the class that a number of students will be randomly selected, and will be provided an opportunity to show notes they have taken. If selected students have complied, they will win rewards.

SESSION



Reading to Learn I

Session Overview

Purpose

To provide students with the skills to effectively take notes while reading a text.

Instructional Sequence

Review of Skills Taught in Session 5

Review of Homework From Session 5

Story

Story Discussion

Definition of Reading to Learn

Five steps of Reading to Learn

Example of Reading to Learn

(Make photocopies of “Sample Reading Notes” handout for all students)

Review of Session

Homework

Time

40-50 minutes

Session Content

Review of Skills Taught in Session 5

Remove or cover Poster 5, which lists the eight steps of note taking. Ask students to silently recall the steps. Ask for volunteers to name the eight steps. Afterward, display the poster again, and review the eight steps.

Review of Homework From Session 5

Review that homework from Session 5 required students to take notes during oral presentations. Students would have the opportunity to show and discuss notes taken.

Randomly select a student. Ask him or her to show and discuss notes taken during the week. Continue the process until five students have shared their notes. Provide rewards for these students at the end of the session.

Story

After instructing students to be prepared to answer questions, read the following story to the class.



Ms. Waters asked the class to listen as she began to review homework for the evening.

“Class, as you know, tomorrow we’re having an important health test right after lunch. The test will cover the muscles of the body. You will find an excellent description of this topic in Chapter 10 of your health book. Those who wish to do well on their tests are advised to read and study Chapter 10 this evening,” stated Ms. Waters in a serious voice.

Maya knew she had no choice but to spend the evening studying. She could still hear the disapproving tone of her parents after she had brought home her last report card. The lecture must have lasted for a half hour. She had never seen her parents so upset, and she didn’t want to repeat the experience. Besides, her parents had threatened to take away her phone privileges if she ever brought similar grades home. That would really hurt!

Later that evening, as Maya and her family were finishing dinner, Maya's dad asked that she help him with the dishes. With alarm, Maya remembered her health exam tomorrow.

"Well, the health chapter is only 8 pages long," she thought to herself. "I'll just read it after Dad and I get done."

After cleaning up the kitchen with her dad, Maya went to her bedroom to prepare for the big test.

"I've just got to do well on that test," she said to herself.

Maya turned on her radio, grabbed her health book from the desk, and flopped onto her bed. She thumbed through the book to Chapter 10. Before beginning, Maya jumped up to increase the volume of her radio. A smile covered Maya's face as she recognized her favorite song being played. Maya dove back onto her bed and began reading Chapter 10 as she hummed the melody of that wonderful song.

Within a minute, Maya turned the page and said quietly, "Not bad! Two pages down and only six more to go. Studying is a breeze."

In five minutes, Maya had read half of the assignment, and she decided it was time to take a break. She wandered into the kitchen, where her dad was tying flies in preparation for a fishing trip the coming weekend.

"That looks like fun, Dad. Can I tie one?"

"Why sure, Maya. I'd love to teach you how. In fact, do you want to go fishing with me this weekend?"

"Yeah. I hope we can catch some fish," said Maya.

For the next half hour, Maya and her dad carefully tied several flies and made plans for their fishing trip that weekend.

"Well, Maya, it's almost time for you to be in bed," stated her dad.

Maya's mouth fell open as she whirled around to look at the clock.

"Wow! It's really late," said Maya in a voice filled with surprise. "I'll get to bed right after I finish reading my health chapter, Dad. I've only got about four more pages."

"Okay," said her dad, a frown now covering his face. "Maya, you should have had your studying done by now. You'd better get to it quickly. You only have a few minutes before you should be in bed."

Maya raced to her bedroom, assumed a comfortable position on her bed, and began reading the final four pages of Chapter 10. Within minutes, Maya had finished reading the chapter. She got ready for bed, certain that she would perform well on the exam the next day.

The next afternoon, Maya walked confidently into Ms. Waters' class.

"I'm going to ace this test for sure," she said to herself as the test was being handed out.

Within a few minutes, Maya's confidence was shaken as she realized she remembered virtually nothing she had read the night before. She rapidly saw her A turning into an F.



Story Discussion

1. Did Maya spend enough time studying for the test? Why not?

Answer: No. She did not plan ahead and leave enough time in the evening to study.

2. What did Maya do during her study break that interfered with her learning?

Answer: She took too long tying flies with her dad.

3. How might Maya change her study area at home in order to learn more effectively?

Answer: Study at a desk rather than on the bed, and do not play the radio.

4. Maya read Chapter 10. However, did she study Chapter 10? What could Maya have done to learn and remember the information she read in Chapter 10?

Answer: (Accept any reasonable responses.)

Definition of Reading to Learn

Show Transparency 6 (found in Appendix C), entitled “Reading to Learn.” The transparency includes the following definition and information.

Reading to Learn means taking notes while you read.

Taking notes while you read helps you to understand and remember information, and it gives you something you can study later.

There are five steps to Reading to Learn:

1. Skim through the pages to learn the topic and some of the major ideas.
2. Read each section of the text, one by one.
3. Write down the topic of each section, and the section’s main ideas.
4. Read your notes immediately after writing them, and read them several more times in the near future.
5. File your notes by subject for future use.

Five Steps of Reading to Learn

To provide examples of the following concepts, consider using a text with which students are familiar, and which they are presently studying.

Emphasize to students that Reading to Learn is helpful any time a person wants to learn and remember something being read. Cite examples of appropriate reading material:

- A book chapter
- A magazine article
- An encyclopedia
- A manual

Use Transparency 6 as a guide for teaching the five steps of Reading to Learn.

1. Skim

Explain that “skimming” means to glance through the entire chapter or article in order to learn the topic (what the chapter or article is about) and the main ideas. Skimming also shows how the material is organized.

Skimming involves the following:

- Read the title. The topic is often summarized in the title.
- Read the table of contents, if there is one.
- Read each of the major headings, starting at the front of the text. Major headings are in large print and/or bold print.
- Glance through the paragraphs. Let your eyes flow over the words, taking time to notice words in bold print.
- Look at pictures, figures and charts.

2. Read Each Section

Explain that almost all textbooks, magazine articles, and encyclopedia articles are divided into sections with headings in bold print. Show examples from student texts.

When studying, students should read each section, one at a time. While doing so, students should ask what the topic is (what the section is about) and what the main ideas are.

Explain that the topic is often included in the title of the section, and that main ideas are often found in the first sentence of each paragraph.

3. Write Down the Topic and Main Ideas

Explain that students should write down the topic and, under the topic, the main ideas for that section. This should be repeated for each section after it is read.

Emphasize that students should abbreviate long words, write neatly, write in short phrases, and leave a large margin in which to write comments or additional information later.

4. Read Notes

Emphasize to students the importance of reading the notes when they are completed, and also several more times in the near future. This practice will help students to remember the information contained in the notes.

Mention that while reading their notes, many students find it helpful to underline the most important information.

5. File Notes by Subject in a Folder

Explain that just as with note taking during oral presentations, it is important to organize reading notes into a folder so they can be easily found in the future.

Notes should be organized by subject. All notes for a single subject should be kept together in the folder.

Example of Reading to Learn

Distribute to each student a copy of the “Sample Reading Notes” (found in Appendix A). This handout provides an example of note taking from text.

As a class, read the text in the handout and discuss how the notes at the end are organized by section, with a topic phrase and a list of the main ideas for each section.

Request that students either save this handout in a folder or pass it back to you. These pages will be used again in Session 7.

Review of Session

While placing Poster 6 (found in Appendix B) in a prominent location in the classroom, review the five steps of Reading to Learn.

Remember to deliver rewards to those students who earned them during the homework review at the beginning of this session.

Homework

Instruct students to try Reading to Learn at least once during the coming week. Indicate that some difficulty may be experienced on this first attempt, but that much will be learned, and that future attempts will be easier. Tell the class that a number of students will be randomly selected, and will be asked to show and discuss the notes they have taken while reading. Students who show and discuss their notes will earn rewards.

SESSION 7

Reading to Learn II

Session Overview

Purpose

To provide practice for taking notes while reading from text.

Instructional Sequence

Review of Skills Taught in Session 6

Review of Homework From Session 6

Activity: Student Practice of Reading to Learn
(Make photocopies of “Reading to Learn” handout for all students)

Using an Index and Scanning Text

Homework

Time

40-50 minutes

Session Content

Review of Skills Taught in Session 6

Refer to Poster 6, on display in the classroom. Review the five steps of Reading to Learn.

Ask students to take out the “Sample Reading Notes” which were handed out during the previous session. Review this example of note taking while reading. Emphasize that notes are taken for each section of text and that a topic is written for each section, followed by the main ideas of the section.

Review of Homework From Session 6

Randomly select five students to show reading notes they have taken since the previous session. Discuss whether each student followed the five steps of Reading to Learn. Also, ask each student to identify how taking notes affected his or her learning and memory.

Provide rewards at the end of the session to students who share their notes.

Activity

Student Practice of Reading to Learn

Distribute to each student a copy of the practice activity entitled “Reading to Learn” (found in Appendix A). This worksheet requires students to practice taking notes after reading successive sections of text.

Working together as a class, complete the first two or three sections. Then, ask students to independently complete one section at a time. After each section is completed, request that students share their responses. Emphasize that it is unlikely for any two students to produce the same notes.

For this activity, you may wish to substitute a text that is already being used in the classroom.

A copy of this practice activity, with example responses, follows.

Practice Activity: Reading to Learn

Directions: Use the five steps of Reading to Learn to study the passages below. Remember to first skim the material. Then, read each section and write the topic and main ideas in the space provided after that section. Don’t forget to abbreviate, to write neatly, and to use short phrases. When you finish, read your notes and file them in a folder so you can reread them soon. Have fun learning!

WYOMING

LOCATION AND GEOGRAPHY. Wyoming is a large western state located in the Rocky Mountains. The total area is 97,914 square miles, making Wyoming the ninth largest state. The eastern quarter of Wyoming is part of the Great Plains, and is largely flat or rolling and covered with grass. Valleys and high mountains cover much of the rest of the state.

The highest mountains are in the western portion of the state. The highest point is Gannett Peak (elevation 13,785 feet above sea level), located in the Wind River Mountains in the west-central portion of Wyoming. The famous and rugged Teton Mountains are found in the northwestern portion of the state, along with our oldest and best-known National Park, Yellowstone.

Notes

Topic: Location and geography of Wyoming

Main Ideas:

- Located in Rocky Mts.
- 9th largest state
- Eastern quarter in Great Plains—flat, rolling, grassy
- Valleys and mts. in western 3/4
- Gannett Peak in Wind River Mts. is highest
- Teton Mts. and Yellowstone Park in northwest

CLIMATE. Temperatures differ greatly from summer to winter in Wyoming. Summers tend to be warm and somewhat short. Winters are long and cold. In addition, many portions of the state experience strong winds during the cold winter months. The warmest portion of the state is along the eastern border, which touches Nebraska and South Dakota. The coldest temperatures are found in the mountains of the west.

Rainfall is rather light in Wyoming. As a result, the state is considered semiarid. Heavy snows do fall in the mountains during

the winter months. Severe thunderstorms, sometimes accompanied by damaging hail, occur occasionally during the summer months in the eastern portion of the state.

Notes

Topic: Climate of Wyoming

Main Ideas:

- Summers warm and short
- Winters cold and long
- Strong winds in winter
- Warmest in east
- Coldest in the mts.
- Semiarid-light rainfall
- Heavy winter snow in mts.
- Big t-storms with hail in summer in the east

CITIES AND POPULATION. Wyoming has the smallest population of any state in the country. With its large area, there are many places in Wyoming where a visitor might travel a long distance without seeing another person. The total population of Wyoming is about 450,000 people. Wyoming is one of the few states that lost population between the years 1980 and 1990.

The state capital, Cheyenne, is the largest city, with a population of about 51,000 people. Casper, located in the center of the state, is the second largest city, with a population of about 47,000 people. About two-thirds of the state's population lives in cities, while the remainder live in rural areas. Most of Wyoming's largest communities are located along or near Interstate 80 in the southern portion of the state.

Notes

Topic: Cities and population in Wyoming.

Main Ideas:

- Smallest pop. of any state
- 450,000 people
- Lost pop. from 1980-1990

- Cheyenne—capital and largest city
- Pop. 51,000
- Casper—second largest city
- Pop. 47,000
- 2/3 live in cities
- Most towns on I-80 in south

ECONOMY. Many people who live in Wyoming work in mines or in businesses that support mining. Coal mines are found in the northeastern and southwestern parts of the state. Iron ore, used in making steel, is also mined in Wyoming. Oil and natural gas are extracted from many areas of the state.

Farming and ranching are also important parts of the Wyoming economy. Beef cattle and sheep are raised in the state. In fact, Wyoming is the national leader in the production of wool from sheep. Important crops raised by farmers include sugar beets, wheat, hay, and corn. Because Wyoming has a rather dry climate, farmers must often rely on irrigation in order to raise their crops.

Tourism provides jobs and income in many areas of the state. People flock to Wyoming to visit Yellowstone and Grand Teton National Parks, located in the northwestern corner of the state. In addition, skiing and rodeos attract many visitors. Recently, Wyoming's beautiful rivers and mountains have attracted fishers and hikers from across the country. Tourists are an important part of the state's economy.

Notes

Topic: Economy of Wyoming

Main Ideas:

- Mining—many jobs
- Coal, iron ore, oil, and natural gas
- Ranching and farming
- Ranchers—beef cattle and sheep
- Leads nation in wool from sheep

- Farmers—sugar beets, wheat, hay, and corn
- Need to irrigate farms
- Tourism—many jobs
- People come to see Yellowstone Park, Grand Teton Park
- Skiing, rodeos, fishing, hiking

EARLY HISTORY. For hundreds of years, Native Americans, including the Shoshone, Crow, Cheyenne, and Arapaho Peoples, flourished in present-day Wyoming. The first European believed to have visited the state was John Colter, a fur trapper, who explored the area of the Bighorn River in northern Wyoming in 1807. In the early 1800s, fur traders frequented the state. Later, in the 1830s and 1840s, thousands of travelers crossed the state on their way to Oregon, California, and Utah. Few people came to stay, however.

By the late 1860s, the population of Wyoming began to grow as the transcontinental railroad (which travels across the state) was completed, and as deposits of gold were discovered. Wyoming Territory was formed in 1868; it had a population of about 60,000 people. Sadly, as the state grew in population, fighting between different groups became a problem. Ranchers who grazed cattle and sheep fought with newcomers who tried to homestead the land and to establish farms. In addition, bloodshed often occurred between cattle ranchers and sheep ranchers.

Perhaps the most important historical event associated with Wyoming occurred in 1869, when women were granted the right to vote. Never before in the United States had women been allowed to vote. As a result, Wyoming is known as the Equality State. Citizens of Wyoming are still proud of this event.

Notes

Topic: Early history of Wyoming

Main Ideas:

- Native Americans lived for 100s of yrs.
- Shoshone, Crow, Cheyenne, Arapaho

- John Colter 1st European—explored Bighorn River
- Early 1800s—fur trappers
- 1830s, 1840s—many traveled across Wyo. to Oreg., Cal., and Ut.
- 1860s—pop. grew because of transcon. R.R. and gold discovery
- 1868—became a territory
- Pop. 60,000
- Fighting—cattle vs. sheep ranchers and ranchers vs. farmers
- 1869, women could vote—first time in U.S.
- Equality State

Using an Index and Scanning Text

1. Define “Index” and “Scanning”

Show Transparency 7 (found in Appendix C), entitled “Using an Index.” The transparency contains the following definitions:

Index: An index is an alphabetically arranged list of words in the back of a textbook. Next to each word are the page numbers on which the word is discussed in the book.

Scanning: Scanning means moving your eyes down a column of print while looking for a word or phrase.

You scan through an index when you want to read about a particular word or phrase.

2. Demonstrate Use of an Index

Instruct students to take from their desks a frequently used textbook that contains an index. Look up particular words of interest in the index of this text and ask students to scan the appropriate pages to find the words. Discuss each word’s meaning.

Remember to deliver rewards to those students who earned them during the homework review at the beginning of this session.

Homework

Instruct students to take notes on material they read during the coming week and to be prepared to provide examples at the next session. Tell the class that randomly selected students who can show and discuss their notes will earn rewards.

SESSION



Memory Tools I

Session Overview

Purpose

To instruct students that strategies exist for effective memorizing of information, and to teach four specific memorizing tools.

Instructional Sequence

Review of Skills Taught in Session 7

Review of Homework From Session 7

Story

Story Discussion

Activity: Sharing Negative Experiences That Involved Memorizing

Activity: Memorizing the Names of the Seven Mountain States

Ten Memory Tools

Descriptions of Memory Tools 1-4

Review of Session

Homework

Time

40-50 minutes

Session Content

Review of Skills Taught in Session 7

Show Transparency 7, entitled “Using An Index.” Review the information on the transparency. Ask students to describe a time since the previous session when they have used an index. Discuss students’ responses.

Show Transparency 6, entitled “Reading to Learn.” Review the five steps described on the transparency.

Review of Homework From Session 7

Remind students that they were to use Reading to Learn when studying from a book during the past week. Students were to keep the notes they took, and be prepared to share them with the class.

Randomly select a student to show and discuss notes taken while reading. Emphasize the benefits that come from taking notes during reading. Continue randomly selecting students until five are able to show and discuss notes taken while reading. Provide rewards for these five students at the end of the session.

Story

After instructing students to be prepared to answer questions, read the following story to the class.



After devouring a scrumptious dinner, Adam walked into his bedroom and closed the door. He turned off the radio he had left on and headed for his study desk. On the desk was a list of the states and their capital cities. Mrs. Downs had given the list to each student in her class last week. Today, Mrs. Downs had reminded her students that a test would be given on the capitals tomorrow afternoon.

“Wow!” thought Adam. “How can I learn 50 capitals and the states that each one goes with? I wonder if even Mrs. Downs knows all this stuff.”

Adam pulled back the chair in front of his desk and took a seat. He surveyed the sheet in front of him.

“I wonder what some of these cities are like,” thought Adam.

Adam was pleased to recognize some of the capitals. He had visited his grandparents in Phoenix last winter and he knew that Phoenix was the capital of Arizona. And, of course, living in Columbus, he knew that his hometown was the capital of Ohio. He even knew that Austin was the capital of Texas. That was easy, because his cousins lived in Austin and he hoped to visit them there this coming summer. And he knew that Tallahassee was the capital of Florida. For some reason that name just stuck in his head, probably because it sounded so funny. But the rest of them were a mystery to Adam.

Adam started reading through the list. Alabama-Montgomery, Alaska-Juneau, Arkansas-Little Rock. Adam read through the list once, then a second and a third time. By the start of the fourth effort, Adam felt his eyes becoming heavy. His head swayed on his shoulders as sleep began to overcome him.

“Wow, I’m just so tired, I’d better lie down for a while and take a rest. I’ll finish this stuff in a little while,” said Adam in a slow voice.

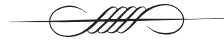
Adam moved to his bed and flopped onto the soft, inviting mattress. Within seconds, the thoughts of state capitals were replaced by a delightful dream of scoring the winning goal in a championship soccer match. Adam surveyed the masses of fans screaming in the stands and waving their hands at him. The stadium began to rock back and forth from the movement of the cheering crowd. He felt fans pushing against him, begging for autographs.

Suddenly, Adam was awakened by his mother gently shaking his shoulder.

“Mom, what time is it?” asked Adam in alarm.

“Why, Adam, it’s 7:00 A.M. and time to get up for school. And Adam, why didn’t you put your pajamas on last night?” asked Adam’s mother in a voice filled with curiosity.

“Mom, I can’t go to school today,” pleaded Adam with emotion.
“I can’t! I just can’t!”



Story Discussion

1. Why doesn’t Adam want to go to school today?

Answer: He is not prepared for the test on the state capitals.

2. How does Adam feel right now?

Answer: Upset, anxious, nervous, afraid, disappointed, confused.

3. Adam needed to learn the capitals of the states. What did Adam do to memorize the capitals?

Answer: He repeated the list of 50 capitals and their states until he fell asleep.

4. What else could Adam have done?

Answer: Practice every night for the past week, write out the list, ask his parents to quiz him, etc. (Accept any reasonable responses.)

5. What should Adam do right now?

Answer: Be honest, tell his mother what happened and ask for help, go to school and tell Mrs. Downs that he studied but he still doesn’t know the capitals, ask his teacher for help.

Activity

Sharing Negative Experiences That Involved Memorizing

Ask students to relate personal experiences of feeling overwhelmed by a task which required a great deal of memorizing. Write responses on the board.

Possible Examples:

- Learning multiplication tables
- Memorizing a poem
- Memorizing lines in a play
- Learning the names of classmates when you move to a new school

- Remembering a list of items at the grocery store

Ask students to describe what they do to help themselves memorize and learn.

Activity

Memorizing the Names of the Seven Mountain States

Tell the students that you will name the seven mountain states once. Afterward, you will be asking for volunteers to recite the list from memory.

Name the seven mountain states once: Arizona, New Mexico, Colorado, Utah, Wyoming, Montana, and Idaho.

Immediately ask for volunteers to repeat the list. Discuss how difficult it is to remember more than a little bit of information.

Ten Memory Tools

Tell students that you will show a list of ten methods they can use to help them remember information taught in school. Explain that strategies we use to improve our memories are called “mnemonic devices.” Write this term on the board. Ask the class to look at the word and read it in chorus three or four times.

Show Transparency 8, entitled “Putting Muscle in Your Memory” (found in Appendix C). This transparency lists the following ten memory tools:

- 1.** Repeating
- 2.** Copying
- 3.** Taking little bites
- 4.** Grouping
- 5.** Using many mini practices
- 6.** Learning something new
- 7.** Visualizing
- 8.** Remembering key words
- 9.** Using first letters
- 10.** Counting

Descriptions of Memory Tools 1-4

Information and instructional activities are provided here for the first four memory tools; use Transparency 8 to help organize your instruction of them (Tools 5-10 will be taught in the next session.)

1. Repeating

Say the information aloud. We remember something better by saying it many times.

Example: On TV commercials, a name or phone number is repeated many times.

Example: Jane is a new student in the sixth grade at Washington Middle School. Before long, she learns the names of many students in her class by hearing her teacher repeat the names. She also says the names several times to herself so she does not forget.

Example: Reuben does not want to forget how to spell banana. He's certain that this word will appear on Friday's spelling test. So, Reuben says the word and spells it six times. He knows that by taking the extra time to do this, he'll be more likely to remember how to spell banana.

2. Copying

Write the information down. We remember something better by writing it out.

Example: Write a list of spelling words several times while saying the letters aloud.

Ask students to tell about times when writing something down has helped them to remember it.

3. Taking Little Bites

Break down what you want to memorize into small parts, then learn one part at a time. This method works well because our memories are limited. Most of us can only remember six or seven things at a time. We avoid failure and frustration by taking little bites.

Example: In this session's story, Adam tries to learn the capitals of all 50 states by reading the entire list over and over. He might have taken the first five states and learned the capitals of those. Then, he could learn the capitals for another five, and so on.

Activity: Write on the board the names of the twelve provinces and territories of Canada, and then read them to the class: Alberta, British Columbia, Manitoba, New Brunswick, Newfoundland, Nova Scotia, Ontario, Prince Edward Island, Quebec, Saskatchewan, Northwest Territories, and Yukon Territory. Ask students to describe how they would take little bites to help memorize this list.

4. Grouping

Break down the things you want to learn into groups in which all the members have something in common.

Example: To remember names of students in a class, memorize boys, then girls.

Example: To memorize the planets in the solar system, group them by hot planets and cold planets.

Example: To memorize the multiplication tables, group them by twos, threes, etc.

Example: To memorize names of states, group them by region, such as the New England States, the Middle Atlantic States, etc.

Review of Session

While placing Poster 7 (found in Appendix B) in a prominent location in the classroom, review the first four memory tools.

Remember to deliver rewards to those students who earned them during the homework review at the beginning of this session.

Homework

Tell students that during the coming week, they should use one or more of the four memory tools that were discussed in this session. Tell them that next week, names will be randomly selected, and if a student whose name is selected is able to identify how he or she used one of the strategies, that student will earn a reward.

SESSION



Memory Tools II

Session Overview

Purpose

To teach students a number of practical strategies for memorizing information.

Instructional Sequence

Review of Skills Taught in Session 8

Review of Homework From Session 8

Descriptions of Memory Tools 5-10

Activity: Identifying Memory Tools From Story Examples

Review of Session

Homework

Time

40-50 minutes

Session Content

Review of Skills Taught in Session 8

Show Transparency 8, entitled “Putting Muscle in Your Memory.”

Review tools 1-4: repeating, copying, taking little bites, and grouping.

Review of Homework From Session 8

Remind students that the homework from Session 8 called for them to use one or more of the first four memory tools and be prepared to discuss its use.

Randomly select five students to describe how a memory tool taught in Session 8 was used. Discuss benefits of the strategy. At the end of the session, reward students who are able to describe use of a tool.

Descriptions of Memory Tools 5-10

Use Transparency 8 to organize instruction of memory strategies 5-10. (Tools 1-4 were taught in the previous session.)

Discuss with students some situations in which memory tools might be helpful:

- Learning the names of states or countries.
- Learning the names of counties within a state.
- Learning the names of presidents.
- Memorizing the lyrics of a song.
- Memorizing the rules of a complicated game.

Information and instructional activities are provided here for tools 5-10.

5. Using Many Mini Practices

Review the lesson often, for short periods. We remember better if we practice something for several short periods during the day than if we practice for one long period. For instance, it is better to practice something three times per day for 20 minutes each time than once for an hour.

Example: Lin has a test on the major bones of the human body tomorrow. He decides to study for 20 minutes as soon as he gets home from school, 20 minutes after dinner, 20 minutes before he goes to bed, and ten minutes before he goes to school.

Example: Last year, Marcella failed her history class. She only studied on the night before each test. This year, Marcella knows well in advance when her

history tests are going to be. She studies for a half hour every evening for five evenings before each test. Marcella presently is earning an A in history.

Activity: In a week, Carmen needs to be able to locate the 13 South American countries on a map. Describe how Carmen can use many mini practices, as well as other memory strategies, to learn this information.

Ask students to describe instances when they have used many mini practices to help them learn and remember.

6. Learning Something New

Find out some details about what you're trying to memorize. Learning about something helps us remember it. For instance, if you learn something about each of the students in a classroom, you will more likely remember their names.

Example: In order to remember the major battles of the Civil War, it would be helpful to read and learn about the Civil War.

Example: In order to memorize the common birds in your area, it would be helpful to learn something about each bird, such as what it eats, and where and how it builds nests.

7. Visualizing

Create an image of what you want to learn. Forming a picture of something in our minds helps us to remember.

Example: Allison did not want to forget an important gymnastics routine. So, several times during the day, she pictured herself doing the routine.

Example: Trevor plays quarterback for his football team. Several times each day, he forms a picture in his mind, similar to a movie, of each play being acted out.

Example: Meredith did not want to forget the name of the famous slave, Harriet Tubman, who helped many fellow slaves escape to Canada before the start of the American Civil War. Meredith was sure Ms. Vogler would ask for Harriet Tubman's name on the upcoming history test. Meredith decided to help herself remember Harriet Tubman's name by forming a silly picture in her mind. She pictured a hairy man sitting in a tub of water. When she saw the picture in her mind, she would remember Harriet Tubman's name.

Example: Jordan's mother asked him to run to the store to buy four items: a head of lettuce, a bunch of bananas, a pack of hot dogs, and a loaf of bread. In order not to forget this list, Jordan formed a picture in his mind of each of these items doing what he liked to do best: play at the swimming pool. He pictured the banana floating about like a canoe. Sitting on top of the banana-shaped canoe was a head of lettuce, its leaves wagging like huge ears. He then pictured the loaf of bread as a large battleship. He imagined the hot dogs as large guns on

the battleship, pointing at the helpless banana and head of lettuce. Jordan knew he wouldn't forget this picture because it was so silly.

Activity: Ask students to think of times when they could use visualizing as a memory strategy.

8. Remembering Key Words

Listen for the most important words or phrases in a lesson and remember them. Memorize only the words that are most important.

Example: Jake wanted to remember what his teacher said to do when a friend asks him to do something that will get him into trouble. Jake picked out the key words from the following instructions, given by his teacher .

“When a friend asks you to do something that would get you into trouble, you should ask questions so you understand what your friend wants you to do. You might ask why the person wants to do it, when the person is going to do it, and with whom the person is going to do it. Then, when you understand what your friend is asking, be serious about saying “no.” Make eye contact so your friend knows you are serious. Your voice should be strong and firm, so your friend knows that he or she can't talk you into doing the wrong thing. Then tell your friend why you don't want to do it. In order to keep your friend out of trouble, invite him or her to do something else that would be fun.”

Key words: Ask questions
Say “no”
Eye contact
Firm voice
Explain why
Invite

Activity: Ask students to write down the key words or phrases from the following instructions for a fire drill.

“Students, it is important to know what to do during a fire drill, because someday you might really be in a fire. There is absolutely no running or talking during a fire drill. You should first walk quietly out the classroom door. The last person who leaves the room should close the door. Then, walk down the hall. Keep your hands to yourself at all times. Walk out the front door. Then line up on the grass and wait for your teacher to take roll. Never run.”

Key words: No running or talking
Walk quietly out door
Last person closes door
Walk down hall
Keep hands to self
Walk out front door
Line up on grass
Wait for teacher

9. Using First Letters

Write a sentence using words that begin with the first letters of the words you are trying to remember. Make the sentence weird and wacky so you won't forget it.

Example: Write the names of the seven mountain states (Montana, Wyoming, Idaho, Utah, Arizona, New Mexico, and Colorado) on the board. Tell students that they can remember these seven states by referring to the first letter of each of the words in the following sentence: **My Waffle Is Under A New Car.** Demonstrate by writing the following information on the board.

My	Montana
Waffle	Wyoming
Is	Idaho
Under	Utah
A	Arizona
New	New Mexico
Car	Colorado

Activity: Ask students to recall what the following sentence, taught as a mnemonic device in Session 3, represents: **Four Clowns For Nancy.**

Answer: Free of clutter
Container for tools
Folders for papers
Neat

Activity: Ask students to create a sentence or phrase to help remember the nine planets of our solar system. Write the names of the planets on the board: Mercury, Saturn, Earth, Jupiter, Pluto, Uranus, Mars, Neptune, Venus. Elicit ideas from students. Write responses on the board.

Sample Answer: **My Sister Eats Juicy Plums Under My New Van.**

10. Counting

Learn how many items are in a list you need to remember. Then, when you need to recall the items, you can count to see if you have missed any.

Example: Mia is studying the Great Lakes. She makes sure she knows that there are five lakes so that if she is called on to name them, she can count to be sure she has not missed any.

Example: Before learning the names of the members of Congress from his state, Rex first counts how many there are. He finds that there are eight members of Congress from his state who work in the House of Representatives in Washington, D.C. Now Rex goes about learning their names.

Activity

Identifying Memory Tools From Story Examples

Ask students to identify which memory tool or tools are being used in each of the following examples. Call on students randomly.

1. Loren has a spelling test tomorrow. There are ten words in Loren's spelling list. He reads the first word and copies it onto a piece of paper six times. As he copies, Loren first says the word, and then says each letter as he writes it. After copying the first word six times, Loren turns his paper over and writes it from memory, just as he would on his spelling test. Then he turns his paper over and checks to see if he is correct. If he is incorrect, he copies the word six more times and tests himself again. If he is correct, he copies the next word six times. This strategy always works for Loren. He never scores lower than an A in spelling.

Answer: Copying, taking little bites, repeating

2. Willa knows why she does so poorly in math. She never learned the multiplication tables. Willa is determined to memorize the multiplication tables before her math test next week. Each day, she spends 15 minutes before school, 15 minutes after school, and 15 minutes before bed practicing.

Answer: Using many mini practices

3. Kenan is studying for a science test. He finds himself having a hard time remembering the four types of teeth: incisors (the front teeth), canines (the long, sharp teeth at each side of the mouth), bicuspids (the teeth between the canines and molars), and molars (the flat teeth at the back of the mouth). Kenan decides to use the first letter of each of these words to write words that make a sentence. The sentence he makes is **I Can Bite Meat**. Kenan is sure he will receive an A on his test.

Answer: Using first letters.

4. Kathy is in shock. By the end of the month, her history teacher wants her to be able to name all of the presidents. Kathy decides to find a picture of each

president so she can get to know each man's appearance. She also reads about each president to learn something about these famous men. After reading about them and finding pictures of them, she is surprised how quickly she remembers the presidents.

Answer: Learning something new, visualizing

5. Aaron's class is studying trees in science. Aaron's teacher wants the students to be able to identify leaves of common trees. Aaron groups the leaves into fruit tree leaves (apple, cherry, plum, apricot, orange, etc.) and shade tree leaves (maple, oak, ash, linden, etc.). Aaron picks a sample leaf from each type of tree and carefully pastes the leaves to a sheet of paper. Above each leaf, he writes the name of the tree from which it came. Aaron studies his leaves before school, right after school, and at bedtime. He also looks at trees when he is outside and tries to identify them.

Answer: Grouping, using many mini practices, visualizing

6. Melissa does not want to forget that Squanto is the Native American who taught the pilgrims to grow corn. In order not to forget this unusual name, Melissa pictures a Native American squatting next to a cornfield.

Answer: Visualization

7. Judd read the following in his geography textbook.

The state of Arizona has a varied landscape, ranging from snowy mountains more than two miles high to hot, dry deserts where the temperature can reach 130°. Arizona has one of the nation's largest populations of Native Americans. In addition, the state's capital, Phoenix, is a large city with a population of more than 1,000,000 people. Arizona is best known for the Grand Canyon, an enormous gorge on the Colorado River that is many miles long and more than a mile deep.

Judd decided to write down the following key words: high mountains, hot deserts, Native Americans, capital is Phoenix, Grand Canyon, Colorado River. He read the list five or six times to himself and copied the list three

times. He also looked at the map to find the locations of the mountains, deserts, Grand Canyon, city of Phoenix, and Native American reservations.

Answer: Remembering key words, repeating, copying, learning something new

8. Joy's teacher asked that she memorize a poem that describes a bubbling brook flowing from a snowy mountain, through a forest, through a city, and into a lake. The poem is 40 lines long. Joy first decides to read the poem several times and let a picture form in her mind of the stream first flowing down the mountain, through the forest, through the city, and into the lake. Joy sees all the things described in the poem in her mental picture. In her mind, she can see the white snow, hear the stream racing over rocks, see the tall trees in the forest, see the many people busily moving about the city, and finally, see the stream gently spilling into the mighty lake. Already, Joy can recite much of the poem. Joy then decides to concentrate on the first five lines. She says these repeatedly and closes her eyes to see the picture the words describe. After Joy has learned the first five lines, she practices the next five lines. Joy practices three times per day: once when she gets home from school, once before bed, and once before she goes to school in the morning. Within four days, Joy can repeat the poem without error.

Answer: Repeating, visualizing, taking little bites, using many mini practices

Review of Session

Direct the students' attention to Poster 7, which was placed in the classroom at the conclusion of Session 8. Review memory tools 5-10.

Remember to deliver rewards to those students who earned them during the homework review at the beginning of this session.

Homework

Ask students to use at least one of today's memory tools during the coming week. Explain that students will be randomly selected at the outset of the next session, and that if a selected student can describe his or her use of a memory strategy, he or she will earn a reward.



Organizing and Completing Homework

Session Overview

Purpose

To identify the importance of homework, and to teach students successful strategies for completing homework efficiently.

Instructional Sequence

Review of Skills Taught in Session 9

Review of Homework From Session 9

Story

Story Discussion

Rationales for Homework

Activity: Student Survey About Homework

Best Homework Practices

Rationales for Best Homework Practices

Activity: Rehearsing Best Practice Steps

Activity: Identifying Positive and Negative Homework Practices

Use of Weekly Homework Tracker

(Make photocopies of “Weekly Homework Tracker” handout for all students)

Review of Session

Homework

Time

50-60 minutes

Session Content

Review of Skills Taught in Session 9

Show Transparency 8, entitled “Putting Muscle in Your Memory.”

Review memory tools 5-10: using mini practices, learning something new, remembering key words, using first letters, and counting.

Review of Homework From Session 9

Remind students that homework from Session 9 called for them to use one of the memory tools from the session and be prepared to discuss its use.

Randomly select five students, and ask each student to describe how he or she used a memory tool taught in Session 9. Discuss benefits of each strategy. At the end of the session, reward students who were able to describe use of a tool.

Story



After instructing students to be prepared to answer questions, read the following story to the class.

The hallway was filled with students as Bruce Taggart walked toward his classroom. With eyes still heavy with sleep, Bruce spotted several of his friends outside the room.

As Bruce approached his friends, Andre Taylor yelled out, “Hey Bruce, are you watching the game tonight?”

“What game?” asked Bruce in a puzzled voice.

“Come on, Bruce. Get with the program. The Bulls are playing the Lakers tonight on TV. It’s the first game of the season.”

Suddenly, Bruce was completely alert. His mind danced with images of lightning-quick guards dribbling through defenses, and muscular power forwards delivering thunderous dunks.

“Of course I’m watching the game,” stated Bruce excitedly.

The bell rang, and Bruce joined his classmates as they filed into Ms. Orr's class. All morning, Bruce struggled to control his excitement about the game. He knew this was the year the Bulls would be unbeatable.

Before the lunch break, Ms. Orr walked to the front of the class. By the tone of her voice, Bruce knew she was saying something important.

"Class, I have an important homework assignment for you tonight. During the coming weeks, we will be discussing the nations of South America. This evening, I want you to choose five South American countries. Write the name of each country, its capital city, the population of the country, and its size in square miles on a piece of note paper. Be sure to bring this information to class with you tomorrow. You will be unable to participate in class if you have not completed this homework assignment."

Bruce tried to listen as Ms. Orr continued with the discussion of how to complete the assignment. He knew that tonight was going to be very busy. Mr. Reynolds was giving a math test tomorrow, and a poem was due next week in English.

Throughout the day, Bruce continued to entertain visions of the big game. He was hoping that one of the new players would get a chance to play. It was with relief that Bruce heard the final bell ring at 3:30.

Bruce headed straight home. Bursting through the front door, he found his mom in the kitchen.

"Hey, guess what, Mom? The Bulls are playing the Lakers on TV tonight. They're gonna kill the Lakers."

"That's great, Bruce," agreed Mrs. Taggart in an excited voice. "Do you have any homework?"

"Yeah, I have a bunch," blurted Bruce as he grabbed an apple from the kitchen table. I'll do it later, Mom. I'm gonna go over to Andy's house and shoot baskets. I'll bet he doesn't know about the game."

"Okay, but be home by 6:00 for dinner, and don't forget to get that homework done this evening," implored Mrs. Taggart as Bruce flew out the back door.

"I will, Mom," mumbled Bruce through a mouthful of apple as he bounded down the back steps.

Bruce and several of his friends played basketball in Andy's driveway that afternoon. Bruce arrived home at 6:00 and devoured his dinner. He then called a couple of his friends to remind them of the game, grabbed his stack of basketball cards, and flopped in front of the TV to watch his beloved Bulls destroy the much-hated Lakers.

Bruce was delirious with joy by halftime. The Bulls were beating the Lakers 65-40, the point guard for the Bulls had 25 points, both forwards looked unstoppable, and his favorite rookie player was sure to make an appearance in the second half.

Bruce's joy suddenly turned sour, however, when his mother arrived in the den, stating, "Bruce, it's 9:15. You need to be in bed by 9:30 in order to get your rest for school tomorrow."

Horror filled Bruce as he remembered the long list of uncompleted homework assignments.

"But, Mom, I can't go to bed. I haven't even started my homework. And Ms. Orr said we have to do our social studies homework. Please, Mom."

"Bruce, I'm sorry," said Mrs. Taggart in a firm voice. "I have told you before that you are responsible for doing your homework. You are too old to be reminded every ten minutes. You'll simply have to accept the consequences at school. Perhaps you'll learn something from this."



Story Discussion

1. How does Bruce feel right now?

Answer: Afraid, nervous, anxious, angry, upset, embarrassed.

2. Bruce had quite a bit of homework to complete. Could he have completed the homework and watched the game?

Answer: Yes, if he had organized his time during the afternoon.

3. What would you recommend to Bruce?

Answer: Accept the consequences for not having completed his homework, explain the situation to his teacher in the morning, decide that next time he will organize his time better.

4. What are the consequences for Bruce of not doing his homework?

Answer: Not learn, receive a lower grade, possibly have to make up homework later, get in trouble with his teacher, lose the trust of his teacher and parents.

5. Have you ever had a similar experience to Bruce's?

Answer: (Ask students to share personal experiences.)

Rationales for Homework

Ask students to identify why teachers assign homework and what value this practice has. Record responses on the board. Explain the following points to the class:

- Homework allows students to practice a new skill.
- Homework provides more time for learning. It is not possible to learn all that is required of a student only in school.
- Doing homework helps us get used to learning in places other than school. Learning can occur in many places.
- Homework will be part of learning in future grades, including high school and college.
- Many jobs require homework. Teachers, as well as many parents, take work home.
- Homework can be made easier and even fun by following a few steps.

Activity

Student Survey About Homework

Ask students to respond to the following questions. Ask the question, provide a few moments for students to arrive at an answer, and then randomly call on a few students:

- How long do you usually spend doing homework each night?
- Where do you do your homework?
- How do you remember what your homework is when you arrive home?
- How do you decide what assignments to do first?
- How do you get homework back to school without losing it?
- When do you turn homework in?

Best Homework Practices

Show Transparency 9, entitled “Making Homework a Breeze” (found in Appendix C). The transparency lists the seven homework steps shown here. Briefly discuss and provide examples of each step:

1. Work at the same time every day.
2. Work at the same place every day.
3. Choose a quiet spot away from distractions.
4. Write out a list of assignments.
5. Do the most difficult and longest assignments first.
6. Take short breaks.
7. Place work in a folder to return to school.

Rationales for Best Homework Practices

Ask students to identify the personal benefits of each of these homework practices. Write student responses on the board.

For instance, a personal benefit of taking short breaks is staying fresh while doing the homework and, as a result, doing a better job and earning a good grade. Also, taking short breaks instead of long ones leaves time after homework for favorite activities.

Activity

Rehearsing Best Practice Steps

Show Transparency 9.

Ask students to identify how many steps there are (seven).

Have class chorally read through the steps several times.

Cover step 1 and ask students to chorally repeat the entire list five times.

Cover steps 1 and 2 and ask students to chorally repeat the entire list five times.

Continue until students are able to repeat all seven steps without the aid of the transparency.

Emphasize that repeating is the memory tool used in this exercise.

Activity

Identifying Positive and Negative Homework Practices

The following stories describe positive and negative homework practices. Read them to the class, and ask students to identify positive and negative elements in them.

- 1.** Bob has homework in math tonight. He makes sure he places his work in his take-home folder before leaving class. Bob decides he will do his homework as soon as he arrives home, so that he won't forget how to do the problems. Also, Bob wants to be able to spend the evening doing activities that are fun to him.

Positives:

- Places homework in folder
- Does homework first
- Uses fun activities as an incentive to complete homework

Negatives:

- None

- 2.** Sabina is upset. As she walks home from school, she repeatedly asks herself why Mr. Fontana has to give so much "stupid" homework. Mr. Fontana asked his math class to complete a sheet of problems similar to those the students had practiced in class. Upon arriving home, Sabina dumps her math book on the sofa in the living room. She grabs some munchies and proceeds to call one of her good friends to complain further about Mr. Fontana.

Positives:

- Takes math homework home

Negatives:

- Increases dislike for homework by complaining to self and others
- Carelessly “dumps” book on sofa which increases likelihood of misplacing book
- Does not establish schedule to complete homework

3. Reuben cleans off the top of the desk in his bedroom in preparation for doing his science homework. He closes the door to his room, takes out his science worksheet and book, and begins working. In about 20 minutes, Reuben leaves the bedroom to take a short break and throw a ball to his dog, Alexander, for a few minutes. Upon going outside, Reuben hears his friend, Ralph, yell from across the street. “Hey, Reuben, come on over and shoot some baskets.” Reuben decides to put Alexander back in the house and play basketball, thinking that he can finish his science later that evening.

Positives:

- Organizes desk
- Closes door to screen out distractions
- Takes a break after 20 minutes

Negatives:

- Extends short break to play with friend
- Puts off completion of homework

4. Rose has decided she simply has to memorize the multiplication tables. She has tried to memorize them for the past two years, but without success. Not knowing the multiplication tables has created significant difficulty for Rose in math. She grabs her notes and flops onto the floor of the family room, where her brother and sister are watching television and occasionally arguing about which channel to view. After three minutes, Rose yells in an unkind manner to her brother and sister to be quiet.

Positives:

- Sets goal to learn multiplication tables
- Starts memorizing them

Negatives:

- Does not use any memory tools
- Chooses a distracting location in which to study

5. Bill's friends ask him to play football on the way home from school. Bill tells them he would love to play but has homework he must do first. Bill knows that if he waits till later in the evening to practice his math, he may forget the new skill he learned in class today. Bill mentions to his friends that he should be able to play after dinner. They agree to meet at the school at 6:30.

Positives:

- Makes appointment to play later
- Decides to do math homework first so he doesn't forget the new skill

Negatives:

- None

6. Upon arriving home, Evelyn puts her schoolbooks in a neat pile on top of her bed. She walks to the kitchen, eats a quick snack, and asks her mom if she can use the desk in her mom's bedroom to complete her homework. Evelyn believes it will be quiet in her mom's bedroom. She carries her books to her mom's desk and proceeds to write out a list of the homework she needs to get done. "Wow, this is quite a bit," says Evelyn to herself. "I think I'll do the social studies first, because that's the easiest. I'll save that difficult math assignment for last."

Positives:

- Puts books on bed where she can readily find them
- Plans to do homework after a quick snack
- Seeks a quiet location in mother's bedroom
- Writes out list of homework to do

Negatives:

- Chooses to do easiest assignment first and most difficult assignment last

7. Tyrone wishes he could bring his history grade up from a D. He's concerned that his parents are not going to be happy when his next report card comes home. This evening, Tyrone has a history assignment to complete. The task requires that he write brief summaries of the lives of several important figures in American history. Tyrone sits in the big easy chair in the living room, next to the bookcase holding his family's encyclopedias. He is able to find descriptions of three of the five individuals assigned to him. Tyrone

quickly copies some sentences from different volumes of the encyclopedia. He decides he will ask some friends at school tomorrow if they know anything about the other two individuals. Tyrone leaves his work on the chair and proceeds to play Nintendo[®] with his brother. The next day, Tyrone is shocked when, upon asking a friend for help, he is unable to find his work from the previous evening. Two weeks later, Tyrone reluctantly brings a report card home with a grade of D- in history.

Positives:

- Makes an attempt to complete the assignment

Negatives:

- Chooses to work in an easy chair instead of at a desk
- Copies directly from encyclopedia
- Expects friends to be able to provide help
- Does not place homework in a folder

8. Barbara has a report due in science at the end of the month. Two weeks ago, Barbara took a look at her calendar and decided when she would work on the report. She decided that a half hour every Tuesday, Wednesday, and Thursday evening would give her enough time. She had dance lessons on Mondays and she wanted to save her weekends for fun. So that she wouldn't forget, Barbara wrote "report" on the bottom of her calendar on each Tuesday, Wednesday, and Thursday. Already, Barbara is more than halfway through her report and is very proud of her work.

Positives:

- Schedules regular times to work on a long term assignment
- Breaks assignment into parts

Negatives:

- None

9. Rodney and Ted are looking forward to the party at Reid's house this evening. Reid said he had rented some new video games. Rodney and Ted sit next to each other on the hot, stuffy school bus as it noisily bounces down the street. While discussing the party, they complete their spelling homework.

Positives:

- Attempt to complete homework before party

Negatives:

- Attempt to complete homework on noisy and stuffy bus
- Talk while they work

Use of Weekly Homework Tracker

Give each student a copy of the “Weekly Homework Tracker,” which is shown at the end of this section. A copy for duplication can be found in Appendix A.

Show Transparency 10 (found in Appendix C), entitled “Weekly Homework Tracker.” This transparency shows a completed tracker sheet.

Discuss how the Weekly Homework Tracker might be used to help students organize daily homework as well as long term projects. Emphasize the following points:

- Fill out the tracking sheet as soon as an assignment is given.
- Always write the name of text, page numbers, number of problems, etc., so that it is clear what the assignment is.
- Keep the tracking sheet in a homework folder that is readily available.
- Take the tracking sheet home daily and return it to school each morning.
- Continue writing in the due date of a long term project each week until the project is completed.
- Plan ahead for tests and long term projects by writing in assignments for yourself.

Review of Session

While placing Poster 8 (found in Appendix B) in a prominent location in the classroom, review the seven best homework practices.

Remember to deliver rewards to those students who earned them during the homework review at the beginning of this session.

Homework

Request that each student write out at least one thing he or she can do during the coming week to improve homework performance. Ask student volunteers to share their recommendation(s).

Ask students to write their names at the tops of their papers. Collect all the papers, and explain that during the next session, several papers will be randomly selected. The students whose papers are drawn will be interviewed during class about how their changes affected their homework performance during the week. Selected students who carry out their recommendations will earn rewards.

Weekly Homework Tracker

Directions: Write homework assignments in subject boxes for each day. Plan ahead for tests and long term projects by writing in an assignment for yourself. When a teacher assigns a project or a test, write in the due date or date of the test.

Week of _____ To _____

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
1.					
2.					
3.					
4.					
5.					
6.					
7.					

Due Dates
of Projects: 1. _____ 2. _____ 3. _____

Test Dates: 1. _____ 2. _____ 3. _____

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Coping With Distractions During Class Time

Session Overview

Purpose

To teach students an appropriate way to ask a fellow student to stop a distracting behavior, such as talking during class.

Instructional Sequence

Review of Skills Taught in Session 10

Review of Homework From Session 10

Story

Story Discussion

Activity: Sharing Personal Examples of Classroom Distractions

Activity: Sharing Ideas for Solutions

Inviting Person to Visit Later

Activity: Student Role Play of Skill

Activity: Student Poll

Review of Session

Homework

Time

30-40 minutes

Session Content

Review of Skills Taught in Session 10

Show Transparency 9 (found in Appendix C), entitled “Making Homework a Breeze.” Review the seven recommended homework practices.

Review of Homework From Session 10

Review with students that at the conclusion of Session 10, each student handed in a paper describing how he or she would improve homework performance during the coming week.

Randomly choose one of the papers, and review what the student had recommended. Ask the student to describe how he or she carried out the recommendation. In addition, ask the student to describe what benefits were experienced. Continue this process until five examples have been discussed. Provide rewards at the end of the session to students who described completion of their homework.

Story

After instructing students to be prepared to answer questions, read the following story to the class.



Leah smiled at Mrs. Preston, who handed her several copies of a history worksheet. As Leah took one and passed the rest to the student behind her, she thought how nice it was to be in Mrs. Preston’s history class. Mrs. Preston had a great sense of humor and was so easy to talk with. Leah had shared many personal experiences with this special teacher. For this reason, as well as an interest in keeping a good grade, Leah always tried hard to do well in Mrs. Preston’s class.

Leah surveyed the worksheet in front of her, which called for information about the lives of certain United States presidents. “This looks fairly easy,” she thought. As Leah began working on the first item, she felt a tap on her shoulder. Thinking this might be Mrs. Preston, she excitedly looked up. She was disappointed, however, to see her good friend, Grace, leaning across the aisle.

In a whisper, Grace asked, “Leah, what are you doing after school?”

“Wow!” thought Leah. “Here we go again. I should have guessed it was Grace.”

“I’m not doing anything,” said Leah in an impatient voice.

Grace was one of Leah’s best friends. Their relationship went all the way back to kindergarten. Leah loved to play with Grace but was often distracted in class by Grace’s attempts to visit. In fact, a week ago, both girls had found themselves in trouble with Mr. Clancy, their science teacher, for talking too much in class. Leah was determined not to do anything to upset Mrs. Preston.

Within a minute, Grace was leaning across the aisle once again.

“Hey, Leah, I’m going to the mall this afternoon after school. Do you want to come?”

“Okay, okay, Grace, I’ll go with you,” Leah said quickly, keeping her eyes on her work.

Grace was filled with excitement. “What do you want to do at the mall?” she asked.

“I don’t know,” snapped Leah.

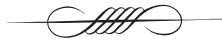
“Do you have any money?” questioned Grace.

Leah whirled about in her seat and, in a loud voice, angrily demanded, “Grace, would you shut up?”

Instantly, Leah wished she could reach out and take the words back. Mrs. Preston glared at the two girls, a frown on her face. Grace’s eyes turned to daggers. She gave Leah an angry, penetrating glare before briskly turning away.

Leah was certain she had lost her good friend forever. Her face felt flushed and hot. She imagined every eye in the classroom staring

at her. Her ears began to burn, and tears blurred her vision. Leah put her head on her desk, wishing she could crawl from the room, never to be seen again.



Story Discussion

1. How does Leah feel now?

Answer: Embarrassed, upset, afraid, angry, humiliated.

2. Why did Leah respond in such a rude way to her good friend Grace?

Answer: She did not want to get in trouble by visiting with Grace; she wanted to complete her work.

3. Do you think Leah has lost a friend?

Answer: If so, only temporarily. Strong friendships usually outlast conflicts such as these.

4. What else could Leah have done in order to convince Grace to stop bothering her, while not upsetting Grace?

Answer: In a polite way, let Grace know how she felt.

Activity

Sharing Personal Examples of Classroom Distractions

Ask students to describe some personal experiences of being distracted by friends while trying to complete important tasks. Emphasize that names of other students should not be mentioned in these examples.

Explore how the students felt and what they did. You may wish to get this activity started by providing your own example at the outset.

Activity

Sharing Ideas for Solutions

Ask students to describe what can be done when someone distracts them while they're working. Specify that solutions must meet three conditions:

- Must be socially appropriate (won't get someone into trouble)
- Must not be likely to damage the friendship
- Must be likely to cause the person to stop his or her distracting behavior

Write student responses on the board. Ignore responses that do not meet the specified conditions.

Inviting Person to Visit Later

Show Transparency 11 (found in Appendix C), entitled “Let’s Visit Later.” This transparency shows the following steps:

- 1.** Keep your face serious.
- 2.** Use a firm but pleasant voice.
- 3.** Make eye contact and say the person’s name.
- 4.** Tell the person you can’t talk (play).
- 5.** Explain why in one sentence.
- 6.** Invite the person to talk or play at another time.
- 7.** Ignore the person if he or she disturbs you again.

Discuss each step briefly.

Model appropriate responses several times for the class. Let a volunteer student play the role of the distracting person, while you play the role of a student. Repeat this several times, with different volunteers.

Engage students in a discrimination training activity by modeling examples and nonexamples of the skill. Again, use student volunteers to play the role of the distracting student. In time, make nonexamples more subtle by varying tone of voice, excluding a statement of why, etc.

Activity

Student Role Play of Skill

Recruit volunteer students to come to the front of the class and demonstrate use of the skill. Use the situations that were shared by students earlier in this session. Continue showing the transparency to provide a reminder of the correct steps.

Instruct the students in the “audience” to identify appropriate steps used in role plays. Provide corrective feedback when necessary.

Activity

Student Poll

Ask students to respond by show of hands to each of the following questions:

- If a student in class asked you in this way to stop talking, would you stop talking?
- If a student in class asked you in this way to stop talking, would you talk to the person later?
- If a student in class asked you in this way to stop talking, would you remain friends with that student?

Emphasize that this skill will not always work, but that the person is likely to stop distracting you and to remain your friend.

Review of Session

While placing Poster 9 (found in Appendix B) in a prominent location in the classroom, review the seven steps for coping with classroom distractions.

Remember to deliver rewards to those students who earned them during the homework review at the beginning of this session.

Homework

Instruct students to use their new skill during the coming week. Tell them that at the outset of the next session, several students will be randomly selected. Students who are able to describe use of the skill, as well as to participate in a role play depicting use of the skill, will earn rewards.



Coping With Distractions During Homework Time

Session Overview

Purpose

To teach students an appropriate way to respond when interrupted during study time.

Instructional Sequence

Review of Skills Taught in Session 11

Review Homework From Session 11

Story

Story Discussion

Activity: Sharing Personal Examples of Being Asked to Play While Studying

Activity: Sharing Ideas for Solutions

Making an Appointment to Play Later

Activity: Student Role Play of Skill

Activity: Student Poll

Review of Session

Time

30-40 minutes

Session Content

Review of Skills Taught in Session 11

Show Transparency 11 (found in Appendix C), entitled “Let’s Visit Later.” Review the seven steps for inviting a person who wants to talk during class to visit at another time.

Review of Homework From Session 11

Remind students that at the conclusion of Session 11, each student was instructed to employ the new social skill during the week. Students would have the opportunity to report on their homework and to role play their new skill.

Randomly select a student and ask if he or she practiced the skill. Ask the student to describe what results he or she experienced, and to role play the skill with volunteer classmates. Continue randomly selecting students until three have successfully demonstrated use of the skill. Provide rewards at the end of the session for these three students.

Story

After instructing students to be prepared to answer questions, read the following story to the class.



Lars glanced out his bedroom window to see snow still falling. About three inches clung to the branches of the cherry tree outside his window. Suddenly, a strong gust of wind carried snow off the roof and blew it like dust across the yard. Lars shivered as he realized it was too cold to play outside on this Saturday afternoon.

Turning from the window and the winter scene outside, Lars walked to the desk in the corner of his bedroom. He spotted his social studies book and remembered that Mr. Murad had scheduled a test over Chapter 10 for Monday afternoon. He opened the book to Chapter 10.

“How in the world can Mr. Murad ask us to learn all this stuff?” asked Lars to himself as he flipped through several pages.

With a sigh, Lars decided he would take notes on the chapter as he read it. It was important that he do well on the exam Monday afternoon. Report cards were coming out soon, and his dad had promised to take Lars fishing if he brought home a grade of B or higher. Lars was willing to do whatever it took to go fishing and hopefully catch a huge trout.

Lars settled down into the chair at his desk and began reading. Soon, he had written several lines of notes. Within 20 minutes, he had finished the first section of the chapter.

“This isn’t so bad,” thought Lars. “I’ll just keep working until I get done with the chapter.”

His concentration was suddenly broken by the sound of the doorbell.

“I’ll get it,” he yelled excitedly.

Lars dropped his pencil and sprinted at top speed to the front door. He loved to beat his older sister and brother to the door when visitors arrived.

The friendly face of Jesse Vega greeted Lars as he opened the door. Snow clung to Jesse’s ski cap. As the wind blew snow into the house, Lars invited his friend inside.

“Are you ready, Lars?” Jesse grinned.

“Ready for what?” asked Lars in a voice filled with curiosity.

“Come on, Lars,” responded Jesse, the grin still on his face. “It’s time to go sledding.”

Suddenly, it all made sense to Lars. He remembered that about a week ago, he had promised his friends he would go sledding with them the next time it snowed. He felt paralyzed by the decision that faced him. Should he drop his studying, risk failing the test, and go

sledding? Or, should he continue preparing for the social studies exam and risk losing a friend?

“You’re coming, aren’t you?” asked Jesse in a serious voice.

“Uh, well, uh,” stammered Lars.

“Lars, what’s wrong?” demanded Jesse. “You promised!”

“Jesse, I’m really sorry,” said Lars in a sheepish voice. “I really, really want to go sledding, but I can’t. I just have to study for that social studies test in Mr. Murad’s class.”

“Lars, get real!” said Jesse in a strong voice. “It’s just one chapter. You can study for the test some other time.”

Before Lars could respond, the doorbell rang again. Lars was astonished to see Russ Geltman and Sam Stamps huddled at the front door. They looked like a double popsicle planted in the concrete of the porch.

“Come on in,” said Lars. “You two look like you’re frozen.”

“We are,” said Sam cheerfully.

“Well, let’s get going,” urged Russ. “The hill will be crowded with sledders before long.”

Lars felt overwhelmed as his three friends looked at him. He knew he should finish studying the chapter, but he was outnumbered.

“Okay, okay,” he said in a defeated voice. “I’ll get dressed and be out in a few minutes.”



Story Discussion

1. How does Lars feel right now?

Answer: Disappointed, pressured by his friends, confused.

2. What did Lars do well? What could he have done differently?

Answer: Did well: Decided to study, began reading the chapter, was taking notes on the chapter.

Could do differently: Should have studied for the test previously.

3. Why does Lars stop studying and decide to go sledding?

Answer: Afraid he'll lose his friends, peer pressure.

4. If Lars told his friends to sled without him, would he have lost his friends?

Answer: Probably not.

5. What kind of grade do you think Lars will receive on his social studies test? Why?

Answer: A lower grade than if he had continued studying.

Activity

Sharing Personal Examples of Being Asked to Play While Studying

Ask students to raise their hands if they have ever been studying or doing homework and have felt pressure to leave their schoolwork in order to accept an invitation to play.

Ask students to describe their experiences.

Activity

Sharing Ideas for Solutions

Ask students to describe what can be done when a friend asks them to play while they are studying or doing homework. Specify that solutions must meet three conditions:

1. Must be socially appropriate (won't get someone into trouble)
2. Must not be likely to damage the friendship
3. Must not be likely to disappoint your friend

Write student responses on the board. Ignore responses that do not meet the specified conditions.

Making an Appointment to Play Later

Show Transparency 12 (found in Appendix C), entitled “Plan to Play Later.” This transparency shows the following steps:

- 1.** Smile.
- 2.** Use a pleasant voice.
- 3.** Thank the person for inviting you to play.
- 4.** Tell the person you can’t play now.
- 5.** Explain why.
- 6.** Suggest a time and place to play later.

Discuss each step briefly.

Model appropriate responses for the class. Let a volunteer student play the role of the friend, while you play the role of a student.

Engage students in a discrimination training activity by modeling examples and nonexamples of the skill. Again, use student volunteers to play the role of the friend. In time, make nonexamples more subtle by varying tone of voice, excluding a statement of appreciation, etc.

Activity

Student Role Play of Skill

Recruit volunteer students to come to the front of the class and demonstrate use of the skill. Use the situations that were shared by students earlier in this session. Continue showing the transparency to provide a reminder of the correct skill steps.

Instruct the students in the “audience” to identify appropriate steps used in role plays. Provide corrective feedback when necessary.

Activity

Student Poll

Ask students to respond by show of hands to each of the following questions:

- If a friend of yours told you in this way that he or she could not play, would you play later with that person?
- If a friend of yours told you in this way that he or she could not play, would you remain friends with that person?

Emphasize that this skill will not always work. At times it may be necessary to disappoint friends, or even to risk losing a friend, in order to remain a strong student.

Review of Session

While placing Poster 10 (found in Appendix B) in a prominent location in the classroom, review the six steps for coping with homework distractions.

Remember to deliver rewards to those students who earned them during the homework review at the beginning of this session.

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A P P E N D I X



Student Handouts

Sample Reading Notes

Practice Activity: Reading to Learn

Weekly Homework Tracker

Sample Reading Notes

Directions to Students: On these pages are some paragraphs that could be from a science textbook. After the paragraphs, you will find notes that a student might have taken while reading the material.

Please read the paragraphs and study the notes that follow. Taking notes such as these will help a student to learn and remember more about what he or she reads.

WEATHER

SCIENTISTS WHO STUDY THE WEATHER. Weather is all around us, and is always changing. The weather affects our lives in many ways. The clothes we wear, the games we choose to play, even the foods we eat depend on the weather. Scientists who study the weather are called “meteorologists.” Much of their time is spent measuring the current weather, or making predictions about what the weather will be like in the future. Predicting what the weather will be like in the future is called forecasting.

Meteorologists study for many years to learn to forecast the weather. Many meteorologists work for the National Weather Service to give us the forecasts we see on the news, hear on the radio, and read in the newspaper. In order to be a meteorologist, a person must study science, math, and computers.

HOW CLOUDS ARE FORMED. Have you ever looked up into the sky and wondered how the clouds were formed? It is not difficult to understand how clouds are made. Perhaps you have made a cloud yourself when you took a steamy shower, boiled water at the kitchen stove, or saw your breath on a cold winter day.

In order for a cloud to form, there must be water in the air. All air has water in it, even though we often can't see it. The air in your classroom and in your bedroom contains water. The air you are breathing right now has water in it. This invisible water is called “water vapor.” Water vapor is a gas that you can't see, feel, or smell. But it is real, and it is in the air that surrounds you right now.

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We measure things in many different ways. For example, length tells us how long something is. Weight tells us how heavy something is. “Relative humidity” tells us how much water vapor is in the air. When the relative humidity is high, there is much water vapor in the air. When relative humidity is low, the air is dry. Meteorologists take measures of relative humidity many times during the day. The instrument they use to measure humidity is called a “hygrometer.”

Just as you can only hold so much weight, air can only hold so much water vapor. What happens to water vapor when the air can’t hold any more? The water turns from an invisible gas into little drops and a cloud is formed. “Condensation” is the word used to describe the process of water vapor in the air changing from a gas to the tiny drops in a cloud. If water vapor continues to condense, a cloud gets larger and the chance of rain becomes greater.

TEMPERATURE. Temperatures differ greatly from one location to another. For instance, on a January afternoon in Seattle, Washington, the temperature may be 45°. However, in Spokane, only 250 miles east of Seattle, the temperature may be 20°. What causes this difference?

There are three reasons why the temperatures of two cities may be different. First, the temperature is warmer when a city is near the Equator. The farther from the Equator a city is, the colder it is. Second, it is colder at high altitudes. If you climb a mountain, the temperature becomes colder the higher you climb. When you go back down the mountain, the temperature becomes warmer. A city at a high altitude is colder than a city at a low altitude. Third, the temperature of the air is cooler near a large body of water, such as an ocean. Cities near oceans and large lakes are usually cooler than cities far from large bodies of water.

Notes

Scientists who study the weather:

- called meteorologists
- measure the weather
- predict the weather
- predicting weather—forecasting
- they study science, math, computers

How clouds are formed:

- all air has water
- invisible water—water vapor
- water vapor a gas
- relative humidity—how much wtr. in air
- hygrometer—used to measure rel. humidity
- condensation—when water turns from vapor to particles, forms a cloud.

Temperature:

- temp. changes for 3 reasons:
 - closeness to equator—near eq. is hotter
 - elevation—higher elev. is cooler
 - ocean—cooler near ocean

Practice Activity: Reading to Learn

Directions: Use the five steps of Reading to Learn to study the passages below. Remember to first skim the material. Then, read each section and write the topic and main ideas in the space provided after that section. Don't forget to abbreviate, to write neatly, and to use short phrases. When you finish, read your notes and file them in a folder so you can reread them soon. Have fun learning!

WYOMING

LOCATION AND GEOGRAPHY. Wyoming is a large western state located in the Rocky Mountains. The total area is 97,914 square miles, making Wyoming the ninth largest state. The eastern quarter of Wyoming is part of the Great Plains, and is largely flat or rolling and covered with grass. Valleys and high mountains cover much of the rest of the state.

The highest mountains are in the western portion of the state. The highest point is Gannett Peak (elevation 13,785 feet above sea level), located in the Wind River Mountains in the west-central portion of Wyoming. The famous and rugged Teton Mountains are found in the northwestern portion of the state, along with our oldest and best-known national park, Yellowstone.

Notes

Topic: _____

Main Ideas: _____

CLIMATE. Temperatures differ greatly from summer to winter in Wyoming. Summers tend to be warm and somewhat short. Winters are long and cold. In addition, many portions of the state experience strong winds during the cold winter months. The warmest portion of

the state is along the eastern border, which touches Nebraska and South Dakota. The coldest temperatures are found in the mountains of the west.

Rainfall is rather light in Wyoming. As a result, the state is considered semiarid. Heavy snows do fall in the mountains during the winter months. Severe thunderstorms, sometimes accompanied by damaging hail, occur occasionally during the summer months in the eastern portion of the state.

Notes

Topic: _____

Main Ideas: _____

CITIES AND POPULATION. Wyoming has the smallest population of any state in the country. With its large area, there are many places in Wyoming where a visitor might travel a long distance without seeing another person. The total population of Wyoming is about 450,000 people. Wyoming is one of the few states that lost population between the years 1980 and 1990.

The state capital, Cheyenne, is the largest city, with a population of about 51,000 people. Casper, located in the center of the state, is the second largest city, with a population of about 47,000 people. About two-thirds of the state's population lives in cities, while the remainder live in rural areas. Most of Wyoming's largest communities are located along or near Interstate 80 in the southern portion of the state.

Notes**Topic:** _____**Main Ideas:** _____

ECONOMY. Many people who live in Wyoming work in mines or in businesses that support mining. Coal mines are found in the northeastern and southwestern parts of the state. Iron ore, used in making steel, is also mined in Wyoming. Oil and natural gas are extracted from many areas of the state.

Farming and ranching are also important parts of the Wyoming economy. Beef cattle and sheep are raised in the state. In fact, Wyoming is the national leader in the production of wool from sheep. Important crops raised by farmers include sugar beets, wheat, hay, and corn. Because Wyoming has a rather dry climate, farmers must often rely on irrigation in order to raise their crops.

Tourism provides jobs and income in many areas of the state. People flock to Wyoming to visit Yellowstone and Grand Teton National Parks, located in the northwestern corner of the state. In addition, skiing and rodeos attract many visitors. Recently, Wyoming's beautiful rivers and mountains have attracted fishers and hikers from across the country. Tourists are an important part of the state's economy.

Notes**Topic:** _____**Main Ideas:** _____

EARLY HISTORY. For hundreds of years, Native Americans, including the Shoshone, Crow, Cheyenne, and Arapaho Peoples, flourished in present-day Wyoming. The first European believed to have visited the state was John Colter, a fur trapper, who explored the area of the Bighorn River in northern Wyoming in 1807. In the early 1800s, fur traders frequented the state. Later, in the 1830s and 1840s, thousands of travelers crossed the state on their way to Oregon, California, and Utah. Few people came to stay, however.

By the late 1860, the population of Wyoming began to grow as the transcontinental railroad (which travels across the state) was completed, and as deposits of gold were discovered. Wyoming Territory was formed in 1868; it had a population of about 60,000 people. Sadly, as the state grew in population, fighting between different groups became a problem. Ranchers who grazed cattle and sheep fought with newcomers who tried to homestead the land and to establish farms. In addition, bloodshed often occurred between cattle ranchers and sheep ranchers.

Perhaps the most important historical event associated with Wyoming occurred in 1869, when women were granted the right to vote. Never before in the United States had women been allowed to vote. As a result, Wyoming is known as the Equality State. Citizens of Wyoming are still proud of this event.

Notes

Topic: _____

Main Ideas: _____

Weekly Homework Tracker

Directions: Write homework assignments in subject boxes for each day. Plan ahead for tests and long term projects by writing in an assignment for yourself. When a teacher assigns a project or a test, write in the due date or date of the test.

Week of _____ To _____

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
1.					
2.					
3.					
4.					
5.					
6.					
7.					

Due Dates
of Projects: 1. _____ 2. _____ 3. _____

Test Dates: 1. _____ 2. _____ 3. _____

A P P E N D I X

B Posters

Study Skills

Listening

Keep That Desk Organized

My Home Study Area is Organized

Note Taking in Class

Reading to Learn

Putting Muscle in Your Memory

Making Homework a Breeze

Let's Visit Later

Plan to Play Later

Poster 1

Study Skills

Study Skills Are
Things We Do
That Help Us Learn

Poster 2

Listening

- 1.** Pay attention.
- 2.** Ignore distractions.
- 3.** Create a picture.
- 4.** Repeat to yourself what the person says.
- 5.** Summarize.

Poster 3

Keep That Desk Organized

- 1.** Free of Clutter
- 2.** Container for Tools
- 3.** Folders for Papers
- 4.** Neat

Poster 4

My Home Study Area is Organized

- 1.** Quiet
- 2.** Available Regularly
- 3.** Comfortable
- 4.** Room to Organize
- 5.** Well Lit
- 6.** Cool and Well Ventilated
- 7.** Neat, Free of Clutter

Poster 5

Note Taking in Class

- 1.** Listen carefully.
- 2.** Decide what is important.
- 3.** Write a summary.
- 4.** Write neatly but quickly.
- 5.** Skip lines.
- 6.** Abbreviate words.
- 7.** Organize notes into a folder.
- 8.** Read and recopy as soon as possible.

Poster 6

Reading to Learn

- 1.** Skim.
- 2.** Read each section.
- 3.** Write topic and main ideas.
- 4.** Read notes.
- 5.** File notes in a folder.

Poster 7

Putting Muscle in Your Memory

- 1.** Repeating
- 2.** Copying
- 3.** Taking Little Bites
- 4.** Grouping
- 5.** Using Many Mini Practices
- 6.** Learning Something New
- 7.** Visualizing
- 8.** Remembering Key Words
- 9.** Using First Letters
- 10.** Counting

Poster 8

Making Homework a Breeze

- 1.** Same Time
- 2.** Same Place
- 3.** Quiet Spot
- 4.** Write Out a List
- 5.** Most Difficult First
- 6.** Short Breaks
- 7.** Place in a Folder

Poster 9

Let's Visit Later

- 1.** Serious Face
- 2.** Firm but Pleasant Voice
- 3.** Eye Contact, Say the Person's Name
- 4.** Tell the Person You Can't Talk
- 5.** Explain Why
- 6.** Invite Person to Talk at Another Time
- 7.** Ignore

Poster 10

Plan to Play Later

- 1.** Smile
- 2.** Pleasant Voice
- 3.** Thank the Person
- 4.** Tell the Person You Can't Play Now
- 5.** Explain Why
- 6.** Suggest a Time and Place to Play Later

APPENDIX C Transparencies

Study Skills

Listening

Keep That Desk Organized

My Home Study Area is Organized

Note Taking in Class

Reading to Learn

Using an Index

Putting Muscle in Your Memory

Making Homework a Breeze

Weekly Homework Tracker

Let's Visit Later

Plan to Play Later

Transparency 1

Study Skills

Definition

Study skills are things we do that help us learn.

If we have strong study skills, we will learn more.

If we have weak study skills, we will learn less.

We Will Learn the Following Study Skills

Listening

Organizing your study area at school and at home

Taking notes when someone is teaching

Studying a book to learn information

Improving your memory

Completing homework efficiently

Resisting politely when someone talks to you in class

Arranging to play later when someone asks you to play during your homework time

Transparency 2

Listening

Listening means trying to hear and understand what someone is saying to you.

In order to listen well, follow these five steps:

- 1.** Pay attention.
- 2.** Ignore distractions.
- 3.** Create a picture.
- 4.** Repeat to yourself what the person says.
- 5.** Summarize.

Transparency 3

Keep That Desk Organized

- 1.** Desk is free of unnecessary materials (clutter), such as old papers, toys, broken pencils, books not being used, etc.
- 2.** There is a container for tools, such as pencils, erasers, pens, rulers, paper clips, crayons, markers, etc.
- 3.** There are folders for papers.
- 4.** Desk is neat, for example, books, folders, and tools are always in the same locations.

Transparency 4

My Home Study Area is Organized

- 1.** Area is quiet.
- 2.** Area is available regularly.
- 3.** There is a comfortable chair and a desk or table.
- 4.** There is enough room to organize.
- 5.** Area is well lit.
- 6.** Area is cool and well ventilated.
- 7.** Area is neat and is free of clutter.

Transparency 5

Note Taking in Class

Note taking means writing down the important things a teacher says, so that you can study them later.

When taking notes, follow these eight steps:

- 1.** Listen carefully.
- 2.** Decide what is important.
- 3.** Write a summary.
- 4.** Write neatly but quickly.
- 5.** Skip lines.
- 6.** Abbreviate words.
- 7.** Organize notes by subject into a folder.
- 8.** Read and recopy your notes as soon as possible.

Transparency 6

Reading to Learn

Reading to Learn means taking notes while you read.

Taking notes while you read helps you to understand and remember information, and it gives you something you can study later.

There are five steps to Reading to Learn:

- 1.** Skim through the pages to learn the topic and some of the major ideas.
- 2.** Read each section of the text, one by one.
- 3.** Write down the topic of each section, and the section's main ideas.
- 4.** Read your notes immediately after writing them, and read them several more times in the near future.
- 5.** File your notes by subject for future use.

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Transparency 7

Using an Index

Index

An index is an alphabetically arranged list of words in the back of a textbook. Next to each word are the page numbers on which the word is discussed in the book.

Scanning

Scanning means moving your eyes down a column of print while looking for a word or phrase.

You scan through an index when you want to read about a particular word or phrase.

Transparency 8

Putting Muscle in Your Memory

- 1.** Repeating
- 2.** Copying
- 3.** Taking Little Bites
- 4.** Grouping
- 5.** Using Many Mini Practices
- 6.** Learning Something New
- 7.** Visualizing
- 8.** Remembering Key Words
- 9.** Using First Letters
- 10.** Counting

Transparency 9

Making Homework a Breeze

- 1.** Work at the same time every day.
- 2.** Work at the same place every day.
- 3.** Choose a quiet spot away from distractions.
- 4.** Write out a list of assignments.
- 5.** Do the most difficult and longest assignments first.
- 6.** Take short breaks.
- 7.** Place work in a folder to return to school.

Transparency 10**Weekly Homework Tracker**

Directions: Write homework assignments in subject boxes for each day. Plan ahead for tests and long term projects by writing in an assignment for yourself. When a teacher assigns a project or a test, write in the due date or date of the test.

Week of _____ To _____

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
1. Reading	Page 10, questions 1-10	Read novel for book report on Feb. 3	Page 12, questions 10-20		Read novel for book report on Feb. 3
2. Spelling	Write spelling words six times		Study for test on Friday	Study for test on Friday	
3. Language	Workbook, page 130, questions 1-12			Write 50- wd. story about favorite place	
4. Math	Page 98, section A, even probs. only	Page 100, probs. 1-10, study for test on Friday	Study for test on Friday	Study for test on Friday	
5. Science				Ask Dad about helping at science fair	
6. Social Studies		Complete map of Asia			
7. P.E.	Run four laps on track		Run four laps on track		Run four laps on track

Due Dates

of Projects: 1. _____ 2. _____ 3. _____

Test Dates: 1. _____ 2. _____ 3. _____

Transparency 11

Let's Visit Later

- 1.** Keep your face serious.
- 2.** Use a firm but pleasant voice.
- 3.** Make eye contact and say the person's name.
- 4.** Tell the person you can't talk (play).
- 5.** Explain why in one sentence.
- 6.** Invite the person to talk or play at another time.
- 7.** Ignore the person if he or she disturbs you again.

Transparency 12

Plan to Play Later

- 1.** Smile.
- 2.** Use a pleasant voice.
- 3.** Thank the person for inviting you to play.
- 4.** Tell the person you can't play now.
- 5.** Explain why.
- 6.** Suggest a time and place to play later.

TGIF: But What Will I Do on Monday?

Susan L. Fister and Karen A. Kemp



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